CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher present about the finding of the research. Therefore, this chapter discusses the description of data, hypothesis testing and discussion.

A. Findings

In this chapter, the researcher was know the effectiveness of teaching vocabulary by using flash card, the researcher conducted pre-test and post-test. It was given to VII-C class at SMPN 1 Ngantru as a subject of the research. There were 33 students as a subject in this research.

The test is consisting of 25 questions. The type of test are 10 multiple choices, 5 completion tests, 10 matching tests. The data were collected through administering test, pre-test and post-test. The pre-test was given before giving treatment by using flash card. The result of pre-test indicated that students mastery in vocabulary. After getting the result of pre-test, the researcher gave treatment for the students by using flash card as a media. When teaching and learning process was running, the students felt enjoy and enthusiastic. After the treatments were implemented, the researcher gave a post-test.

To describe the data, the researcher showed the criteria of score of the students test result. Table 4.1 shows the criteria of the score as follow:

Table 4.1 Criteria of the Score

No.	Interval Class	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Poor
5	0-49	Bad

The researcher gave pre-test and post-test throught the same test format in vocabulary test which are administered to 33 students. The students score in both of pre-test and post-test were presented in the following tables:

1. In this section, the researcher presented the students' vocabulary before being taught by using flash card. Table 4.2 shows the result of students' score before using flash card as follow:

Table 4.2 The Result of Students' Score Before Being Taught By Using Flash Card

No.	Name	Score of Pre-test
1	FS	64
2	WS	72
3	TWD	76
4	PNZ	60
5	DNS	60
6	RIN	84
7	DAF	72
8	PH	72
9	TFR	72
10	RA	68
11	SNA	64
12	DRN	76
13	DK	60
14	MAT	64
15	EM	60
16	RM	76
17	VYYP	56

18	YAP	60
19	HAP	60
20	MADP	72
21	AR	68
22	NFI	76
23	MAA	76
24	MIM	80
25	FF	56
26	DOS	68
27	DRWR	68
28	RDK	84
29	FDS	80
30	KS	60
31	AL	68
32	MTSH	72
33	WSW	72
		ΣX = 2276

The pre-test was administered on February, 11st 2016. The table showed the result from 33 students' score in pre-test. The result of the mean of pre-test score is:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2276}{33}$$

$$X = 68.969$$

Where:

X = The mean score of pre-test

ΣX = Total score of pre-test

N = Total number of students

The mean score of students pre-test was 68.969.

2. In this section, the researcher presented the student's vocabulary after being taught by using flash card. Table 4.3 showed the result of students' score after using flash card as follow:

Table 4.3 The Result of Students' Score After Being Taught By Using Flash Card

No.	Name	Score of Post-test
1	FS	72
2	WS	80
3	TWD	92
4	PNZ	84
5	DNS	88
6	RIN	92
7	DAF	84
8	PH	88
9	TFR	84
10	RA	88
11	SNA	80
12	DRN	80
13	DK	76
14	MAT	76
15	EM	80
16	RM	88
17	VYYP	72
18	YAP	68
19	HAP	72
20	MADP	88
21	AR	80
22	NFI	80
23	MAA	76
24	MIM	92
25	FF	76
26	DOS	72
27	DRWR	72
28	RDK	84
29	FDS	92
30	KS	72
31	AL	88
32	MTSH	84
33	WSW	84
		$\Sigma Y = 2684$

The post-test was administered on March, 1st 2016. The table showed the result from 33 students' score in post-test. The result of the mean of post-test is:

$$Y = \frac{\Sigma Y}{N}$$

$$Y = \frac{2684}{33}$$

$$Y = 81.333$$

Where:

Y = The mean score of post-test

ΣY = Total score of post-test

N = Total number of students

The mean score of students post-test was 81.333.

3. In this section, the researcher presented the significant different score between students on vocabulary before and after being taught by using flash card. Table 4.4 shows the students' score before and after using flash card as follow:

Table 4.4 The Result of Students' Score Before and After Being Taught By Using Flash Card

No.	Name	Pre-test (x)	Post-test (y)
1	FS	64	72
2	WS	72	80
3	TWD	76	92
4	PNZ	60	84
5	DNS	60	88
6	RIN	84	92
7	DAF	72	84

8	PH	72	88
9	TFR	72	84
10	RA	68	88
11	SNA	64	80
12	DRN	76	80
13	DK	60	76
14	MAT	64	76
15	EM	60	80
16	RM	76	88
17	VYYP	56	72
18	YAP	60	68
19	HAP	60	72
20	MADP	72	88
21	AR	68	80
22	NFI	76	80
23	MAA	76	76
24	MIM	80	92
25	FF	56	76
26	DOS	68	72
27	DRWR	68	72
28	RDK	84	84
29	FDS	80	92
30	KS	60	72
31	AL	68	88
32	MTSH	72	84
33	WSW	72	84
		$\Sigma X = 68.96$	$\Sigma Y = 81.33$

Based on the table above, to make data set meaningful, the researcher organized the frequency and the percentage of score in pre-test and pos-test by using IBM SPSS statistic 16.0. Table 4.5 and figure 4.1 represented the statistical result of pre-test as follow:

Statistics

Pre-test

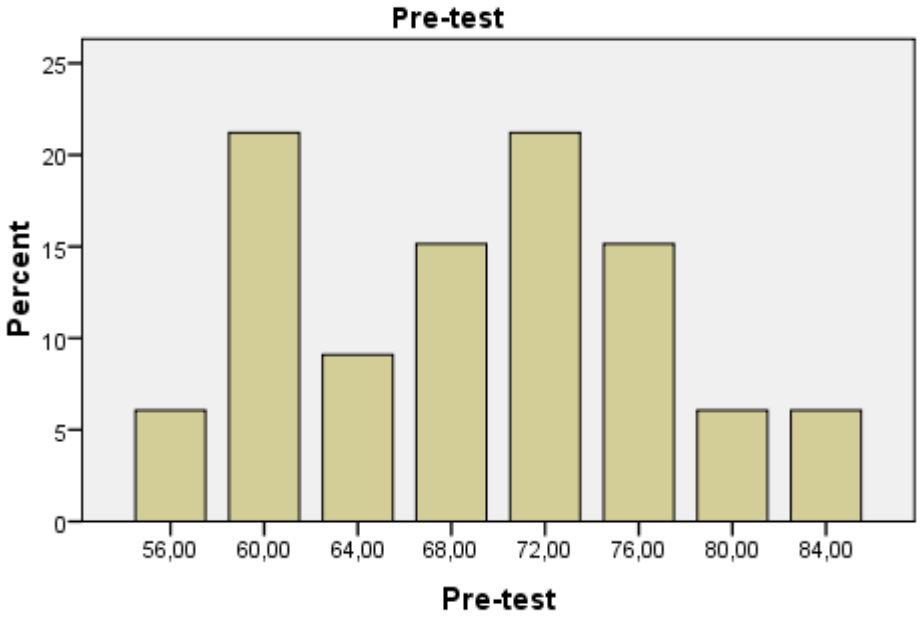
N	Valid	33
	Missing	0

Table 4.5 Frequency of Score in Pre-test

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	6.1	6.1	6.1
	60	7	21.2	21.2	27.3
	64	3	9.1	9.1	36.4
	68	5	15.2	15.2	51.5
	72	7	21.2	21.2	72.7
	76	5	15.2	15.2	87.9
	80	2	6.1	6.1	93.9
	84	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Figure 4.1 The Percentage of Score in Pre-test



As can be seen from table 4.5 and further explained by figure 4.1, 2 students (6.1%) got 56, 7 students (21.2%) got 60, 3 students (9.1%) got 64, 5 students (15.2%) got 68, 7 students (21.2%) got 72, 5 students (15.2%) got 76, 2 students (6.1%) got 80, and 2 students (6.1%) got 84.

It has been known that the students seemed difficult to know the meaning of vocabulary. Then, after getting the treatment by using flash card on three times, the students showed good improvement in vocabulary mastery. Table 4.6 and figure 4.2 represent the statistical result of post-test as follow:

Statistics

Post-test

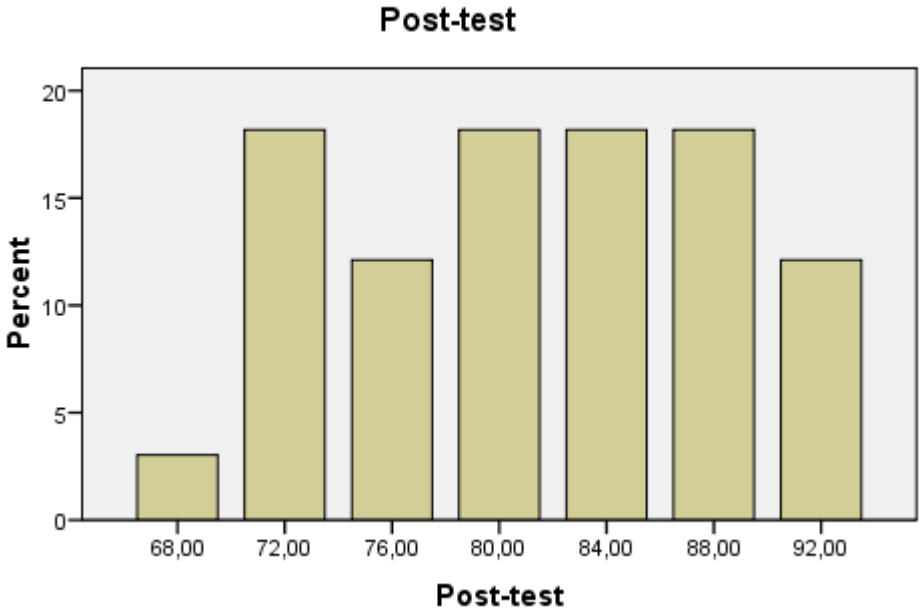
N	Valid	33
	Missing	0

Table 4.6 Frequency of Score in Post-test

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	3.0	3.0	3.0
	72	6	18.2	18.2	21.2
	76	4	12.1	12.1	33.3
	80	6	18.2	18.2	51.5
	84	6	18.2	18.2	69.7
	88	6	18.2	18.2	87.9
	92	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

Figure 4.2 The Percentage of Score in Post-test



As can be seen from table 4.6 and further explained by figure 4.2, 1 student (3.0%) got 68, 6 students (18.2%) got 72, 4 students (12.1%) got 76, 6 students (18.2%) got 80, 6 students (18.2%) got 84, 6 students (18.2%) got 88, and 4 students (12.1%) got 92.

This result showed that after getting treatment by using flash card, the students' score were increased significantly. In pre-test, there was students who got >84 (6.1%), while in post-test, the percentage of sample who got >84 increased by 12.1% (6.1% - 12.1%). Moreover, the highest score in post-test (92) was more than score in pre-test (84) and also the lowest score in post-test (68) was more than score in pre-test (56).

This finding indicated that after the students being taught by using flash card, there was significant different score in pre-test and post-test.

After organizing the frequency and the percentage of score from pre-test and post-test, the researcher analyzed the range, the minimum, the maximum, the sum, the mean, the standard deviation, and the variances of the vocabulary pre-test and post-test by using IBM SPSS statistics 16.0. Table 4.7 represents the result:

Table 4.7 Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test	33	28.00	56.00	84.00	68.9697	7.87593	62.030
Post-test	33	24.00	68.00	92.00	81.3333	7.04746	49.667
Valid N (listwise)	33						

As table 4.7 showed, it can be described that the mean score of post-test (81.33) was higher than the mean score of pre-test (68.96). The number of subjects or respondents of each sample (N) was 33 students. Meanwhile, standard deviation of pre-test was 7.87 and standard deviation of post-test was 7.04. So, we can conclude that the value was increased after being taught by using flash card toward students' vocabulary.

Therefore, to know whether flash card was effective on students' vocabulary, the researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS statistics 16.0. As previously mentioned that there were two hypothesis in this research: (1) Alternative Hypothesis

(Ha) stated that there is any significant difference in vocabulary score of students before and after being taught using flash card, and (2) Null Hypothesis (Ho) stated that there is no any significant difference in vocabulary score of students before and after being taught using flash card. The testing was done to know whether the null hypothesis could be rejected or not. Table 4.8 showed the result of the correlation and test as follow:

Table 4.8 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & post-test	33	.449	.009

Based on table 4.8, output Paired Sample Correlations showed the large correlations between samples, where it can be seen numerical both of correlation (0.449) and numerical significance (0.009). For interpretation of decision based on the result of probability achievement that was:

a. If the probability > 0.050, so the null hypothesis (Ho) is accepted
b. If the probability < 0.050, so the null hypothesis (Ho) is rejected

The numerical significant was 0.009 smaller from 0.050 (0.009 < 0.050). It means that the null hypothesis (Ho) was rejected. So, there is any significant difference in vocabulary score of students before and after being taught using flash card at seventh grade of SMPN 1 Ngantru. Table 4.9 showed the result of calculation of Paired Sample Test as follow:

Table 4.9 Paired Sample Test

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	-1.15152E1	8.17053	1.42231	-1.44123E1	-8.61801	-8.096	32	.000

Based on table 4.9, output Paired Sample Test clearly showed that the different mean score of pre-test and post-test was 1.15152. Meanwhile, the standard deviation was 8.17053. The standard error mean was 1.42231. The lower different was 1.44123, while the upper different was 8.61801. The result of t_{count} was 8.096 with df was 32 and the significance (2-tailed) was 0.000.

The significance value was 0.00 and the significance level was 0.05. It means that the significance value was smaller that significance level (0.00 < 0.05). So, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Then, the researcher interpretation was compared between t_{count} with t_{table} where degree of freedom is 32. The researcher looked for the score of t_{table}. At the significance level of 0.05, the score of t_{table} was 2.042. By comparing "t", the researcher has got the calculation of t_{count} was 8.096 and t_{table} was 2.042. It means that t_{count} was bigger than t_{table} (8.096 > 2.042). So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho)

was rejected. It means that there is significant difference in vocabulary score of students before and after being taught by using flash card.

B. Hypothesis Testing

From the result of computation on the table 4.9, it could be seen that the value of t_{count} was 8.096, where as t_{table} with significant level 5% (0.05) was 2.042. It can be seen that "t" with significant level 5% (0.05) and degree of freedom 32 is 2.042, meanwhile the t_{count} is 8.096. In conclusion, t_{count} is greater than $t_{table.}$ So, the null hypothesis (Ho) in this research was there no any significant different in vocabulary score of students before and after being taught using flash card is rejected. Then, the alternative (Ha) in this research there is significant different in vocabulary score of students before and after being taught by using flash card is accepted.

Thus, by known the level of significant 5% or 00.5, so t_{count} = 8.096 > t_{table} = 2.042. It means that, there is any significant different in vocabulary score of students before and after being taught by using flash card at seventh grade of SMPN 1 Ngantru Tulungagung in academic year of 2015/2016.

C. Discussion

The objectives of the research are to find out the score of vocabulary mastery of the students of seventh grade at SMPN 1 Ngantru in the academic year of 2015/2016 before and after being taught by using flash card as media

and to find out whether there is any significant different score of students in vocabulary before and after they are being taught using flash card.

Based on the research method in chapter III in this research, the researcher conducted pre-experimental research with one pre-test and post-test design. Creswell (2013:242) defines teaching and learning process was devided into three steps are administering of pre-test, giving treatmnet, and administering of post-test. In this research, the first step was administering of pre-test by giving vocabulary test without using flash card as media, in which the researcher knew the students' vocabulary before they got the treatment. The pre-test was conducted on February, 11st 2016. The result of pre-test showed that some students getting trouble to know the meaning of vocabulary. The students felt confused, bored, and not active in classroom. Therefore, the researcher had given the treatment by using flash card as media. The material taken from syllabus which talking about describing people, animal and things. The treatment was conducted three times. The first treatment was conducted on February, 18th 2016, the second treatment on February, 23nd 2016, and the last treatment was conducted on February 25th 2016. The researcher did treatment by using flash card in teaching vocabulary. During getting the treatment, the students felt enjoy, active, interesting, happy and enthusiastic to learn English vocabulary. The result of this research was appropriated with previous theory (Usman and Asnawir, 2002:24) which stated that media has some functions in teaching and learning process. The last step, the researcher was administering of post-test. The post-

test was given to know the students' vocabulary after they getting the treatment. The post-test was conducted on March, 1st 2016. The researcher wanted to know how far the students can memorize and understand about the vocabulary which was given after treatment was done.

The researcher got the data from the score of pre-test and post-test. Then, the data analyzed by using paired sample t-test on IBM SPSS 16.0. The output of paired sample statistic shown that the mean score of pre-test was 68.96 and the mean score of post-test was 81.33. It can be known that the students mean score improved up 12.37 points. On the output of paired sample test shown that the score of t_{count} is 8.096 with the df 32, the score of level significance 0.000 and the score of t_{table} for standard significant 5% (0.05) and df 32 was 2.042.

Based on data, the researcher knew that t_{count} was compared to t_{table} with the degree of freedom 32, the t_{count} 8.096 was higher than t_{table} 2.042 (8.096 > 2.042). Therefore, based on the hypothesis testing, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted, and the level of significance less than 0.05 (0.000 < 0.05) means that the null hypothesis (Ho) was rejected, the alternative hypothesis (Ha) was accepted. It can be concluded that there was any significant different score of students in vocabulary before and after being taught using flash card.

Besides, the proof gotten from statistical calculation during research, the researcher could also see some advantages of using flash card for the students learning. During the research, the students looked interest, enjoyable,

active in classroom, and the students easily understood the material about vocabulary because the researcher uses flash card as media to teaching vocabulary. The result of this research was appropriated with previous theory (Suyanto, 2010:40) that the flash card has many advantages to help the students to develop their vocabulary.

From the result of data analysis above, flash card as media can be used to teach in vocabulary mastery of the students was effective. It was appropriate with previous study by using flash card was also effective to improve the vocabulary achievement of the seventh students of MTsN Pucanglaban by conducting two cycles on classroom action research (CAR) design (Anita, 2009), and the other previous study show that using flash card also effective to improve students' ability in mastering vocabulary to the SDI Qurrota A'yun by using pre-experimental one group pre-test and post-test design (Nunung, 2010).

Based on research finding in this research, there was any significant different in vocabulary score of students before and after being taught by using flash card. Thus, it can be concluded that the use of flash card as media was effective to students' vocabulary of the seventh grade at SMPN 1 Ngantru Tulungagung in the academic year of 2015/2016.