

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings as the result of analyzing the data. Therefore, this chapter discusses the finding, hypothesis testing and discussion.

A. Finding

In this study, the purposes of the researcher are firstly to investigate the students' vocabulary achievement before being taught using comic as a media, secondly to investigate the students' vocabulary achievement after being taught using comic as a media, and thirdly to investigate the significant difference of students' score before and after being taught using comic as a media for teaching vocabulary in seventh grade students of SMP Al-Kamal.

To obtain the data, the test as instrument was given to the students of SMP Al-Kamal especially D class that consist of 26 students as sample. But, there was one student who was absent when the researcher conducted the study. So, the researcher involved 25 students as the sample.

The researcher used three steps in doing the study. Those were pre-test was used to know the students' vocabulary achievement, treatment that was the researcher taught by using comic as teaching media, and post-test that was administered to know the students' vocabulary achievement after treatment. To describe the data, the researcher presents score's criteria, students' scores both pre-test and post-test, frequency of students' score and so on.

First, related to the research problem number one that how is the students' vocabulary achievement before being taught using comic as a media, the researcher founded that the result of students' vocabulary achievement before being taught using comic as a media as follows:

Table 4.1 The Students' Vocabulary Score before They Were Taught by Using Comic.

No.	Subject	Score
1	D1	49
2	D2	48
3	D3	68
4	D4	34
5	D5	76
6	D6	32
7	D7	60
8	D8	29
9	D9	43
10	D10	49
11	D11	41
12	D12	50
13	D13	44
14	D14	73
15	D15	61
16	D16	60
17	D17	46
18	D18	56
19	D19	55

20	D20	60
21	D21	55
22	D22	82
23	D23	31
24	D24	66
25	D25	29

To answer the research problem number two that how is the students' vocabulary achievement after being taught using comic as a media, the researcher founded that the result of the students' vocabulary achievement after being taught using comic as a media as follows:

Table 4.2 The Students' Vocabulary Score after They Were Taught by Using Comic.

No.	Subject	Score
1	D1	85
2	D2	96
3	D3	100
4	D4	88
5	D5	100
6	D6	92
7	D7	82
8	D8	63
9	D9	82
10	D10	88
11	D11	82
12	D12	52

13	D13	86
14	D14	96
15	D15	89
16	D16	72
17	D17	88
18	D18	97
19	D19	88
20	D20	94
21	D21	86
22	D22	92
23	D23	50
24	D24	89
25	D25	46

Third, related to the research problem number three that is there any significant difference of students' score before and after being taught using comic as a media, the researcher presents the finding as below:

Table 4.3 The Students' Vocabulary Score before and after They Were Taught by Using Comic

No.	Subject	Pretest	Posttest
1	D1	49	85
2	D2	48	96
3	D3	68	100

4	D4	34	88
5	D5	76	100
6	D6	32	92
7	D7	60	82
8	D8	29	63
9	D9	43	82
10	D10	49	88
11	D11	41	82
12	D12	50	52
13	D13	44	86
14	D14	73	96
15	D15	61	89
16	D16	60	72
17	D17	46	88
18	D18	56	97
19	D19	55	88
20	D20	60	94
21	D21	55	86
22	D22	82	92
23	D23	31	50
24	D24	66	89
25	D25	29	46

After knowing the students' score, the researcher gave criteria according to the KKM of SMP Al-Kamal as follows:

Table 4.4 The Criteria of Scores

No	Class of scores	Grade	Criteria
1	90-100	A	Excellent
2	80-89	B	Good
3	70-79	C	Enough/Fair
4	46-69	D	Less
5	0-45	E	Bad/Low

From the data of students' pretest and posttest score above, the researcher arranged the frequency and the percentage of the students' score that can be seen as follows:

Table 4.5 The Frequency and Percentage of Students' Pretest Score

Grade	Criteria of Score	Frequency (f)	Percentage (p)
A	90-100	0	-
B	80-89	1	4%
C	70-79	2	8%
D	46-69	14	56%
E	0-45	8	32%
		$\sum f = 25$	$\sum p = 100\%$

From the table 4.5 showed that there were 8 students got score in range 0-45 and in percentage 32%. There were 14 students got score in range 46-69 and in percentage 56%. There were 2 students got score in range 70-79 and in percentage 8%. There were 1 student got score in range 80-100 in percentage 4%. And no one student got score in range 90-100.

Table 4.6 The Frequency and Percentage of Students' Posttest Score

Grade	Criteria of Score	Frequency (f)	Percentage (p)
A	90-100	8	32%
B	80-89	12	48%
C	70-79	1	4%
D	46-69	4	16%
E	0-45	0	-
		$\Sigma f = 25$	$\Sigma p = 100\%$

The table 4.6 showed that there were 8 students got score in range 90-100 and in percentage 32%. There were 12 students got score in range 80-89 and in percentage 48%. There were 1 student got score in range 70-79 and in percentage 45%. There were 4 students got score in range 46-69 and in percentage 16%. And no one student got score in range 0-45

From table 4.5 and 4.6 can be compared that the highest percentage of pretest was 56% in range 46-69 and the highest percentage of posttest was 48% in range 80-89. Meanwhile, the lowest percentage of pretest was 4% in range 80-89 and the lowest percentage of posttest was 4% in range 70-79. So, can be concluded that there is any difference in students' score before and after taught by using comic.

In this study, the researcher used descriptive statistic to calculate the data. First, the researcher calculated mean, median, mode, and standard deviation. The researcher calculated those using SPSS 16.0. It can be seen as below:

Table 4.7 Descriptive Statistic of Pretest and Posttest Score

		PRETEST	POSTTEST
N	Valid	25	25
	Missing	0	0
Mean		51.8800	83.3200
Median		50.0000	88.0000
Mode		60.00	88.00
Std. Deviation		14.77419	15.17871
Variance		218.277	230.393
Range		53.00	54.00
Minimum		29.00	46.00
Maximum		82.00	100.00
Sum		1297.00	2083.00
Percentiles	25	42.0000	82.0000
	50	50.0000	88.0000
	75	60.5000	93.0000

The table 4.7 above showed that there were 25 test takers both pretest and posttest. The mean score of pretest was 51.88 and the mean score of posttest was 83.32. It meant that the average of 25 students' score in pretest was 51.88 and in posttest 83.32. Meanwhile, the median was 50 for pretest and 80 for posttest. And the mode of pretest was 60 followed by the mode of posttest was 88. From output above, the standard deviation was founded in 14.77 for pretest and 15.17 for posttest.

In this study, the researcher also showed the frequency of pretest and posttest which consist of data score, frequency, percent, valid percent and cumulative percent is presented below:

Table 4.8 The frequency of Pretest by SPSS 16.0

		PRETEST			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	2	8.0	8.0	8.0
	31	1	4.0	4.0	12.0
	32	1	4.0	4.0	16.0
	34	1	4.0	4.0	20.0

41	1	4.0	4.0	24.0
43	1	4.0	4.0	28.0
44	1	4.0	4.0	32.0
46	1	4.0	4.0	36.0
48	1	4.0	4.0	40.0
49	2	8.0	8.0	48.0
50	1	4.0	4.0	52.0
55	2	8.0	8.0	60.0
56	1	4.0	4.0	64.0
60	3	12.0	12.0	76.0
61	1	4.0	4.0	80.0
66	1	4.0	4.0	84.0
68	1	4.0	4.0	88.0
73	1	4.0	4.0	92.0
76	1	4.0	4.0	96.0
82	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Table 4.9 The frequency of posttest by SPSS 16.00
POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	4.0	4.0	4.0
	50	1	4.0	4.0	8.0
	52	1	4.0	4.0	12.0
	63	1	4.0	4.0	16.0
	72	1	4.0	4.0	20.0
	82	3	12.0	12.0	32.0
	85	1	4.0	4.0	36.0
	86	2	8.0	8.0	44.0
	88	4	16.0	16.0	60.0
	89	2	8.0	8.0	68.0
	92	2	8.0	8.0	76.0
	94	1	4.0	4.0	80.0
	96	2	8.0	8.0	88.0
	97	1	4.0	4.0	92.0
	100	2	8.0	8.0	100.0
Total		25	100.0	100.0	

In this study, the researcher used statistical test with paired sample t-test stated by SPSS 16.0. As explained in previous that the instrument was used in

this study was vocabulary test, including pretest and posttest. The analysis is made to find out whether or not there is any significant difference in students' score before and after taught using Comic. It is also to find out the effectiveness of Comic as teaching media toward students' vocabulary achievement. The result as follow:

Table 4.10 The Output of Paired Sample Statistic
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 POSTTEST	83.3200	25	15.17871	3.03574
PRETEST	51.8800	25	14.77419	2.95484

The table 4.10 showed that the mean score of posttest was 83.32, while cell for N there were 25. Meanwhile, the standard deviation for posttest was 15.17 and the standard error mean for posttest was 3.03

In another, the mean of pretest was 51.88. For N cell there are 25. Meanwhile the standard deviation of pretest was 14.77 and the standard error mean was 2.95.

Table 4.11 The Output of 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 POST-PRE	31.44000	13.72674	2.74535	25.77388	37.10612	11.452	24	.000

The table of 4.11 above showed the result of analyzing using T-test. The mean pretest and posttest was 31.44, standard deviation was 13.72, and standard error mean was 2.745. While, the lower different was 25.77, the upper different was 37.10, the result (t) was 11.452 with (df) 24, and the significance 0.00.

B. Hypothesis Testing

1. When the value of $T\text{-count} > T\text{-table}$ in $d.f = 24$ with the significant level 0.05, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is any significant difference on the students' vocabulary achievement before and after being taught using comic as a media for the seventh-grade students of SMP Al-Kamal.
2. When the value of $T\text{-count} < T\text{-table}$ in $d.f = 24$ with the significant level 0.05, the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no any significant difference on the students' vocabulary achievement before and after being taught using comic as a media for the seventh-grade students of SMP Al-Kamal.

The mean of students' pretest score before being taught by using comic was 51.88 while after getting treatment, the mean of students' score was 83.32. It showed that the students' score of posttest greater than the students score of pretest.

Base on the statistical calculation using SPSS 16.00, the researcher gave interpretation to t_{count} . First, the researcher considered the $d.f.$ was 24. Then

the researcher saw (t) table in number 24 with the significance level of 0.05. And the result number 24 in significant level was 1.710.

By comparing the (t) that the researcher got using SPSS, $t_{\text{count}} = 11.452$ and the value of t_{table} on significance value $0.05 = 1.710$. It was known that t_{count} was bigger than t_{table} ($11.452 > 1.710$).

Because the t_{count} was bigger than t_{table} , the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there is any significant difference on the students' vocabulary achievement before and after being taught using comic as a media for the seventh-grade students of SMP Al-Kamal.

C. Discussion

The objectives of this study are firstly is to investigate the students' vocabulary achievement before being taught using comic as a media, secondly to investigate the students' vocabulary achievement after being taught using comic as a media, and thirdly to investigate the significant difference of students' score before and after being taught using comic as a media for teaching vocabulary in seventh grade students of SMP Al-Kamal.

To investigate it, the researcher administered a test as an instrument to collect the data. The test was administered before the students getting treatment as pretest and after the students getting treatment as posttest. After getting the data, the researcher analyzed the data used t-test by SPSS 16.0 version.

From the research finding, it was known that t_{count} was bigger than t_{table} ($11.452 > 2.796$). So, the alternative hypothesis (H_a) was accepted and the null

hypothesis (Ho) was rejected. It showed that there is any significant difference on the students' vocabulary achievement before and after being taught using comic as a media for the seventh-grade students of SMP Al-Kamal.

The result of the test from teaching vocabulary using comic as teaching media make the students understand the vocabulary easier. In the treatment process, the students were more interested and enthusiastic in learning vocabulary. The student got many new vocabularies quickly also answered the researcher's question actively. It was suitable with the Sudjana and Rifai statement (2002:27) that comic books can be used effectively by teacher in an effort to generate interest, develop a repertoire of vocabulary and reading skills.

Base on this study, it can be said that a Comic as alternative media was effective in teaching vocabulary at junior high school, especially at seventh grade of SMP Al-Kamal Kunir Blitar.