CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents three topics related to research finding that are the research finding and discussion.

A. Research Finding

In this research, the researcher wanted to know the effectiveness of using drawing technique on students' vocabulary listening ability. The effectiveness could be seen from significant different score of students' vocabulary listening ability before and after thought by using drawing technique. The data of the research were obtained by doing pre-experimental study, the students study through drawing technique and study without drawing technique at B class of Perwanida Kindergarten Tulungagung.

The presentation of the data also answered research problems in chapter I. The research problems was formulated as "how effective is drawing technique on student's vocabulary listening ability at class B of Perwanida Kindergarten?" Then, the presentation of the data was as the effectiveness of drawing technique on student's vocabulary listening ability at class B of Perwanida Kindergarten. To know the effectiveness of drawing technique, the researcher used pretest and posttest before and after treatment. In this case, the students' listening achievement could be seen from those tests. In addition, to answer whether how effective is drawing technique toward students' vocabulary listening ability, the researcher analyzed the

data by using paired sample T-test through SPSS 16.00. While, the result of statistic computation was formulated as follows:

1. **The students' vocabulary listening ability after being taught using drawing technique**

    The researcher gave the pretest to the students' before conducted the treatment. The pretest was administered to 30 students as a sample. The researcher gave pretest in the form of multiple choices with pictures related to the topic that was taught in Perwanida Kindergarten Tulungagung. The researcher served 10 words with 3 options of answer. The answer was in the form of picture. The students had to choose the suitable picture based on the word. The students check below the picture. The test was conducted to know students' basic competence before the researcher gave the treatment.

    In this research, the researcher coded the name of students by code their initial name. The result of students' pretest score can be seen as follow:

Table 4.1 The Students' vocabulary listening ability Before Being Taught by drawing technique (Pre-test)

No	Subject	Score
1	AF	60
2	AN	50
3	AFR	50
4	ANK	50
5	AS	40
6	DIS	40
7	FNA	60
8	FNJ	50
9	HGA	60
10	IY	70
11	KHP	30
12	KTS	30
13	LRA	50
14	MAA	60
15	MAW	80

Continued…

16	MAM	40
17	MAP	40
18	MAB	60
19	NPA	50
20	NAR	50
21	NKM	20
22	PNS	60
23	RAY	40
24	SBY	50
25	SAA	50
26	SVF	60
27	SW	70
28	ZAI	70
29	ZAH	70
30	ZWF	50

In this research, the researcher described the students' vocabulary listening ability before being taught by using drawing technique. The researcher gave pretest to the students to get the data. It is used to know the level of the students' vocabulary listening ability after being taught by using drawing technique. The data result of pretest is served as below:

Table 4.2 table frequency of pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.3	3.3	3.3
	30	2	6.7	6.7	10.0
	40	5	16.7	16.7	26.7
	50	10	33.3	33.3	60.0
	60	7	23.3	23.3	83.3
	70	4	13.3	13.3	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 4.2 shows that score minimum is 20 and score maximum is 80. Score 20 has 1 frequency (3,3%), score 30 has 2 frequency (6,7%), score 40

has 5 frequencies (16,7%), score 50 has 10 frequencies (33,3%), score 60 has

7 frequencies (23,3%), score 70 has 4 frequencies (13,3%), and also score 80

has 1 frequency (3,3%). Here, the researcher also gave elaborated histogram

to make the data clear. The researcher served the result of the pretest in the
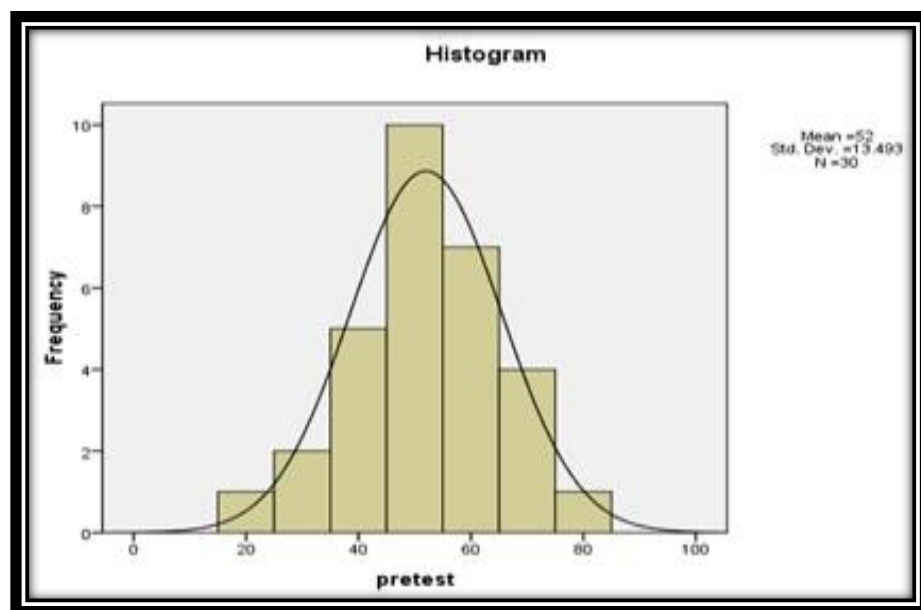
form of histogram as follow:

Figure 4.1.1 Histogram of pretest using mime stories technique

Based on Figure 4.1.1 the researcher also shows range, means, and

standard deviation of the pretest. While, the researcher calculated the data of

means and standard deviation by using SPSS software 16.00 version. To

make it clearer, below is shown the statistic pretest data :

Table 4.3 Statistic Data of Pretest

Statistics

pretest

N	Valid	30
	Missing	0
Mean		52.00
Std. Error of Mean		2.464
Median		50.00
Mode		50
Std. Deviation		13.493
Variance		182.069
Range		60
Minimum		20
Maximum		80
Sum		1560
Percentiles	15	40.00
	25	40.00
	45	50.00
	50	50.00
	75	60.00

The table 4.3 shows us the mean of variable is 52.00, the median is 50.00, the mode is 50. While Standard error of mean is 2.464, Standard deviation is 13.493. Then, the table shows the minimum and maximum scores of variable is 20 & 80 and total score is 1560. Based on the all of explanation above, there are still many students get less score in both of test.

Then, the researcher makes 4 categorizations of each score. They are low, fair, good, and very good. To make clear the categorization are served in table 4.4 :

Table 4.4 Categorization of Pretest Score

Student's Score	Value	Frequency (f)	Percentage (%)
Very good	80-100	1	3
Good	60-79	11	37
Fair	40-59	15	50
Low	0-39	3	10
Total		$\Sigma f = 30$	$\Sigma\% = 100$

In the table 4.4, it knows that three students or (10%)who get score between interval 0-39, fifteen students or (50%) who get score between 40-59, eleven students who get 60-79 or (37%) and one or (3%) students who get score between 80-100.

From the explanation above, it concludes that score of most of students' pretest has fair category. It is proven with the number of frequency 15. The percentage of the category result is 50%. To make clearer, below is shown the diagram of students' pretest score:
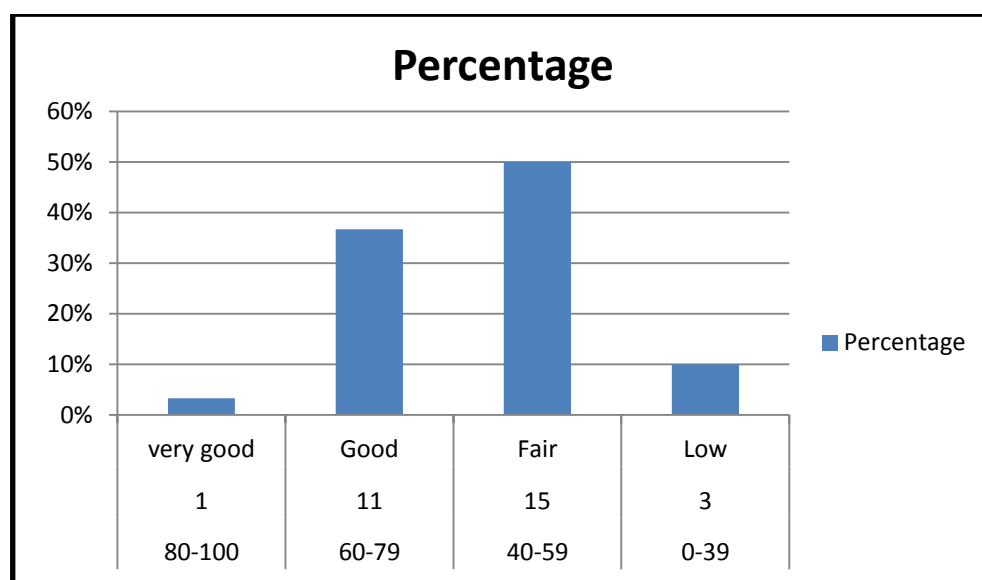

Figure 4.1.2 Percentage of Students' Pretest Score

2. **The students' vocabulary listening ability after being taught using drawing technique.**

The posttest was given by researcher at 24th of Juny 2014. The same as pretest, the researcher gave 10 questions. The question was in the form of multiple choices by 3 picture options. The students had to check the picture that suitable with the words served. The test score of posttest could be seen as below:

**Table 4.5 The Students' vocabulary Listening ability After Being Taught by Using drawing technique (Post-test)**

No	Subject	Score
1	AF	70
2	AN	70
3	AFR	80
4	ANK	90
5	AS	90
6	DIS	90
7	FNA	80
8	FNJ	70
9	HGA	90
10	IY	80
11	KHP	70
12	KTS	60
13	LRA	80
14	MAA	80
15	MAW	100
16	MAM	70
17	MAP	80
18	MAB	90
19	NPA	80
20	NAR	80
21	NKM	60
22	PNS	70
23	RAY	60
24	SBY	80
25	SAA	70
26	SVF	80
27	SW	90
28	ZAI	90
29	ZAH	80
30	ZWF	70

Here the researcher describes the students' vocabulary listening ability after being taught by using drawing technique. The researcher gives post-test to the students to get the data. Then the data was analyzed by used SPSS 16.0 version. The data result of posttest is served as below:

Table 4.6 table frequency of posttest

		Frequency	Percent	Cumulative Percent
Valid	60	3	10.0	10.0
	70	8	26.7	36.7
	80	11	36.7	73.3
	90	7	23.3	96.7
	100	1	3.3	100.0
	Total	30	100.0	

Based on the figure 4.6, the minimum score is 60 and the maximum score is 100. Score 60 has 3 frequencies (10 %), score 70 has 8 frequency (26.7 %), score 80 has 11 frequencies (36.7 %), score 90 has 7 frequencies (23.3 %), and score 100 has 1 frequencies (3.3 %). The total number of the students is 30 students. There is also served chart of each score. It shows score of posttest in each test in the form of histogram. The histogram can be seen in figure 4.1.3 :
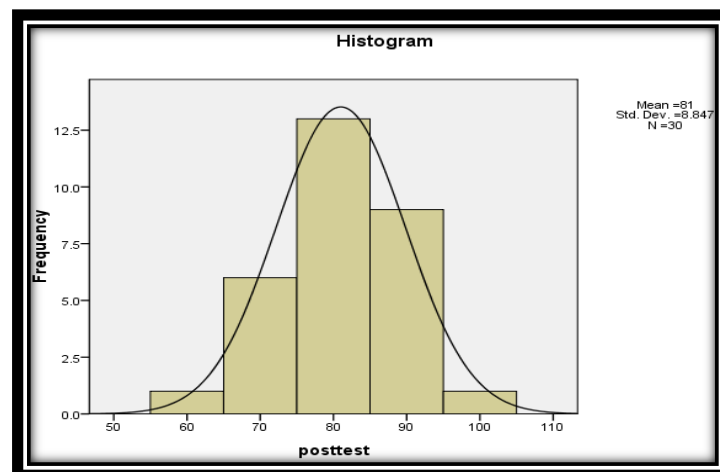
Figure 4.1.3 Histogram of posttest using mime stories

Based on Figure 4.1.3 the researcher also shows range, means, and standard deviation of the posttest. While, the researcher calculated the data of

range, means and standard deviation by using SPSS software 16.00 version.

To make clearer, below is shown the statistic data of posttest :

Table 4.7 Statistic Data of Posttest

Statistics

posttest

| N	Valid	30
	Missing	0
Mean		81.00
Std. Error of Mean		1.615
Median		80.00
Mode		80
Std. Deviation		8.847
Variance		78.276
Range		40
Minimum		60
Maximum		100
Sum		2430
Percentiles	15	70.00
	25	77.50
	45	80.00
	50	80.00
	75	90.00

The table 4.7 shows us the mean of variable is 81.00, the median is 80.00, the mode is 80. While Standard error of mean is 1.615, Standard deviation is 8.847. Then, the table shows the minimum and maximum scores of variable is 60 & 100 and total score is 2430.

In this research, the researcher makes 5 categorizations of each score same as pretest. They are low, fair, good, and very good. To make clear the categorization are served in table 4.8:

Table 4.8 Categorization of Students' Posttest Score

Student's Score	Value	Frequency (f)	Percentage (%)
Very good	80-100	19	64
Good	60-79	11	36
Fair	40-59	0	0
Low	0-39	0	0
Total		$\Sigma f = 30$	100

Based on the table 4.8, it knows that no students or 0% who get score between interval 0-39 and 40-59, 11 students or 36% who get score between interval 60-79, and 19 students or 64% who get score between 80-100. It means that almost half of the students 64% achieve very good score, 36% achieve good score, and no one or 0% gets low and fair score. From the explanation above, it concludes that score of most of students' vocabulary listening ability has good category. To make clearer, below is shown the diagram of posttest score:
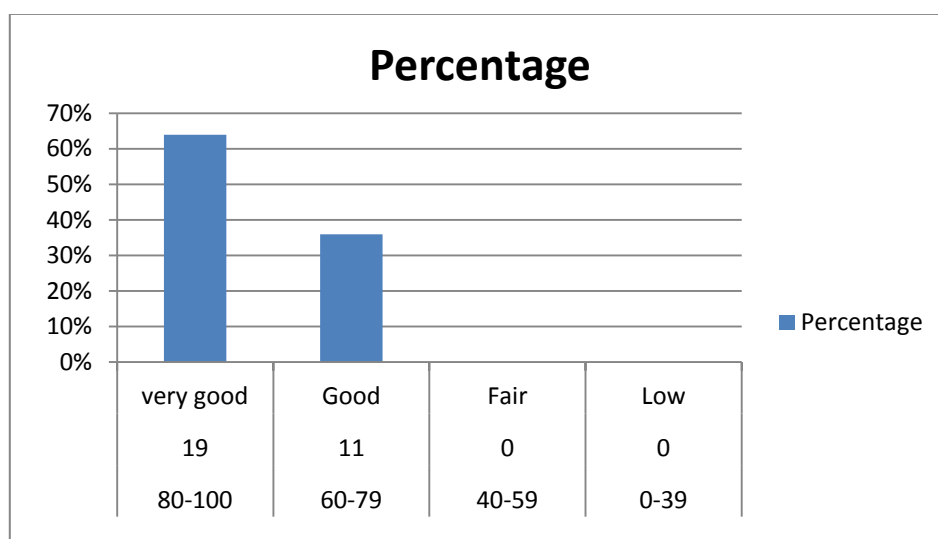
Figure 4.1.3 Percentage of Students' Posttest Score

3. **The Significant Difference between the vocabulary Listening ability of the Pretest and Posttest.**

The using of data analysis was to find whether there was a significant difference between pretest and posttest. Based on the hypothesis of study, there was an alternative hypothesis (Ha) state that there was significant different score by using drawing technique in improving student's vocabulary listening ability. In this case, the data is got from computation of using paired-sample statistics below :

Table 4.9 Table Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.00	30	13.493	2.464
	Posttest	81.00	30	8.847	1.615

Based on the table above can be seen that the result of Number of Case (N) of pretest consist of 30 students, then the mean is 52.00, the standard deviation is 13.493, and the standard error mean is 2.464. Beside the Number of Case (N) of posttest also consist of 30 students, the mean is 81.00, the standard deviation is 8.847, and the standard error mean is 1.615.

For the other calculating using SPSS 16.00 version is also found one sample from pretest and posttest score were shown from the table 4.10 as below:

Table 4.10 Table of Paired Sample Test

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 pretest – posttest	-26.333	10.981	2.005	-30.434	-22.233	-13.135	29	.000

From the table of data above can be known that the mean difference is 26.333, degree of freedom is 29, the 95% confidence interval of the difference from the lower value is 30.434 and the upper is 22.233, while the value of "t" is 13.135 and number of significant (2-tailed) is 0.000.

After finding the descriptive analysis of two scores between pretest and posttest, the effectiveness could be computed. For knowing the effectiveness of drawing technique on students' vocabulary listening ability, there are some indicators that should be selected to measure it, they are: the differences of the mean between pretest and posttest score, the result of SPSS calculation and significant difference between score of pretest and posttest. For the result of paired sample test, this result can be found by using SPSS 16.00 version.

In the posttest, the mean of students score in the posttest is 81.00 and the pretest is 52.00. It means that both classes show that the score of test in the posttest is higher than the score in the pretest.

To know the result of effectiveness, can be seen from the score of t-test in both classes. The value of t-test is 13.135 and the number of significance showed that (2-tailed) 0.000. It means that the significant at 1%. It shows that

the t-test value (13.135) is higher than the critical value (0.000). It means that there is positive significant different between two classes being researched. So, It means that there is significant difference of students' vocabulary listening ability before and after getting the treatment.

B. Discussion

From the presentation and the students' analysis of teaching vocabulary listening by using drawing technique in the previous chapter, the researcher had found the result of the students' vocabulary listening ability before and after being taught using drawing technique. As stated on Research Method at Chapter III the researcher there were three steps to conduct this research. The first was measuring students' achievement before taught using drawing technique. It is called pretest. The second steps the researcher treated the students by treatment that is using drawing technique. As the explanation on Review Related Literature at Chapter II, drawing technique is one kind of technique that serve two activities "drawing and listening". In these activities, the teacher or one of the students tells to other students what to draw.

In this case, the researcher applied this kind of technique to improve students' vocabulary listening ability at B class of Perwanida Kindergarten Tulungagung. In this research, the researcher conducted the treatment by drawing and listening activity. The researcher gave the treatment related to theme of XVI weeks at this school. The theme of XVI weeks is Nature. Therefore, the researcher served some vocabulary related to Nature as their theme. While the treatment was

conducted by the researcher, the students seem more enthusiasm to listen and draw because the researcher that was very fun and made them more active. The last steps the researcher measured the students again by gave them test (posttest). The test was conducted to know the students' achievement after taught using drawing technique. So the data in this research was taken from the result of pretest and posttest.

In this research, there are two hypotheses, null hypothesis (H_o) and alternative hypothesis (H_a). Null hypothesis (H_o) is negative hypotheses. Null hypothesis (H_o) states that teaching vocabulary listening using drawing technique of B class at Perwanida Kindergarten Tulungagung has no significant different score. While the alternative hypothesis (H_a) states that the of teaching vocabulary listening by using drawing technique of B class at Perwanida Kindergarten Tulungagung has significant different score.

From the discussion above, it can be answered that the hypothesis testing, concluded that teaching vocabulary listening using drawing technique of B class at Perwanida Kindergarten Tulungagung has significant different score because the t-test is 13.135 and the number of significance showed that (2-tailed) 0.000. It means that the significant at 1%. It shows that the t-test value (13.135) is higher than the critical value of t-test at 0.05 level (2.045). It can be concluded that there is positive significant different between two classes being researched and alternative hypotheses (H_a) is accepted and null hypothesis (H_o) is rejected.

The finding of this research is supported by Scott and Ytreberg's book (2010) entitled "*Teaching* English *to Children*". They said that one kind of ways that suitable used to children is use drawing technique. "Listen and draw" is a favorite type of listening activity in almost all classes, but remember that drawing takes time,

so keep the pictures simple. N "listen and draw" activity the teacher or one od the students tell the other students what to draw. The teachers can make up a picture or describe a picture they have. This activity is particularly for checking object vocabulary, prepositions, colors, and numbers. It is not so useful for action, since drawing people doing things is quite difficult for most of us.