CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes about research finding that include data of research finding, data analysis, hypothesis testing and discussion.

A. The Description of Data

In this chapter, the researcher presented the data on student's vocabulary achievement before and after being taught by using short story as media in teaching vocabulary. In this presentations, the researcher presented and analyzed the data which had been collected through two kinds of tests, they are pre-test and post-test. It was conducted for thirty eight students.

As mentioned before, the researcher used test as the instrument in collecting data. It was given to class X-MIA 3 students of MAN 2 Tulungagung. There were 38 students as respondent or subject at the research. The number of question given by researcher was 30 questions. It was consists 20 questions of gaps filling and 10 questions of matching tests.

The data were collected through administering test. The first test was pre-test, pretest was conducted on 14th January 2017, and it is done before the treatment applied to the students. The purpose was to know the students' vocabulary ability before being the treatment. After administering pretest, the researcher gave treatment to the students by using short story. When treatment was finished, the researcher

administered posttest; posttest was conducted on 28th January 2017 it has the purpose to know the students' ability of vocabulary after being taught by using short story. Apparently, the result of the post-test showed that the students' vocabulary mastery improved significantly.

To know the students' achievement whether it was good or not, the researcher gave the category as follows:

Table 4.1 the Category of Students' Score

No	Score	Category
1	85-100	Very good
2	70-84	Good
3	55-69	Average
4	40-54	Poor
5	<40	Very poor

The category of score above shows that score 85-100 includes very good category, score 70-84 includes good category, score 55-69 includes average category, score 40-54 includes poor category, score <40 includes very poor category.

The data of the students' vocabulary score before and after being taught by using short story was explained as follows:

1. **The Description of Students' Vocabulary Achievement before being Taught by Using Short Story**

   In this section, the researcher presented the students' vocabulary before being taught by using short story. In this presentation, the researcher analyzed the collected data through pretest which held on Saturday, 14th January 2017. In the Pre-test, the students must answer thirty items in two different kinds of test formats. The first kind was gaps filling consisted twenty items. The second matching was consisted of ten items. The numbers of students who took the Pre-test were 36 students. The highest score in pre-test was 80 and the lowest score was 40. This test was intended to know the students' vocabulary achievement before students got treatment. After got the students' score in pretest then the researcher would like to show the result of descriptive statistic of pretest and frequency of pretest. The descriptive statistic of pretest and frequency of pretest presented in table 4.3 and 4.4 below:

4.2 The Descriptive Statistic of Pretest

Statistics

pre_test

N	Valid	38
	Missing	0
Mean		57.50
Median		55.00
Mode		50
Std. Deviation		12.398
Variance		153.716
Range		40
Sum		2185

Based on table 4.3 above, there are 38 students as the subject in the pretest. This table shown that mean score is 57.50, the median score is 55.00, the mode score 50. Then the standard deviation is 12.398, the variance is 153.716, the range is 40, and the sum is 2185. From the table above, we can see that the mode and the median shown that the students' score in pretest includes in poor category and it is need the treatment.

Table 4.3 frequency of Pretest

pre_test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	15.8	15.8	15.8
	50	10	26.3	26.3	42.1
	55	4	10.5	10.5	52.6
	60	8	21.1	21.1	73.7
	65	1	2.6	2.6	76.3
	70	4	10.5	10.5	86.8
	80	5	13.2	13.2	100.0
	Total	38	100.0	100.0	

Table 4.4 above that 6 students (15.8%) got 40, 10 students (26.3%) got 50, 4 students (10.8%) got 55, 8 students (21.2%) got 60, 1 students (2.6%) got 65, 4 students (10, 5) got 70, and 5 students (13.2%) got 80. From the frequency above the researcher conclude that score 50 is the high frequency and it is includes in the poor category.

2. **The Description of Students' Vocabulary Achievement After Being Taught by Using Short Story**

In this section, the researcher presented the students' vocabulary achievement after being taught by using short story. In this presentation, the researcher

analyzed the collected data through posttest which held on Saturday, 28th January 2017. The researcher gives the posttest for the students after being given a treatment using Short Story. The test was different from the pretest but both of them had the same level of difficulties. The first kind was gaps filling consisted twenty items. The second matching was consisted of ten items. The numbers of students who took the Pre-test were 38 students. The highest score in posttest was 100 and the lowest score was 60. This test was intended to know the students' vocabulary achievement after students got treatment. After got the students' score in posttest then the researcher would like to show the result of descriptive statistic of posttest and frequency of posttest. The descriptive statistic of posttest and frequency of posttest presented in table 4.6 and 4.7 below:

Table 4.4 the Descriptive Statistic of Posttest

Statistics

post_test

N	Valid	38
	Missing	0
Mean		73.03
Median		70.00
Mode		70
Std. Deviation		12.387
Variance		153.432
Range		40
Sum		2775

Based on table 4.7 above, there are 38 students as the subject in the posttest. This table shown that mean score is 73.03, the median score is 70.00, the mode score 70. Then the standard deviation is 12.387, the variance is 153.432, the range is 40, and the sum is 2775. From the table above, we can see that the mode and the median shown that the students' score in posttest includes in good category after got the treatment.

Table 4.5 frequency of Posttest

post_test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	11	28.9	28.9	28.9
	70	15	39.5	39.5	68.4
	80	4	10.5	10.5	78.9
	85	1	2.6	2.6	81.6
	90	4	10.5	10.5	92.1
	100	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

Table 4.7 above shows that 11 students (28.9%) got 60, 15 students (39.5%) got 70, 4 students (10.5%) got 80, 1 students (2.6%) got 85, 4 students (10.5%) got 90, 3 students (7.9) got 100. From the frequency above the researcher conclude that score 70 is the high frequency and it is includes in the good category.

3. **The Description of Students' Vocabulary Achievement Before and After Being Taught by Using Short Story**

In this section the researcher presented the result of pretest and posttest that had been done before and after the treatment. Then, the result of pretest and posttest were analyzed by using paired sample T Test with SPSS Windows 16.00.

Referring the data of students' vocabulary score in the table 4.8 above, the researcher analyzed the data by using paired sample T test with SPSS 16.0 program to know whether there is any significant difference of students' vocabulary achievement before and after being taught using short story. The result as follow:

Table 4.6 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	57.50	38	12.398	2.011
	post_test	73.03	38	12.387	2.009

Based on the table 4.9 above, output paired sample statistics shown mean of pretest is 57.50 and mean of posttest is 73.03. The test was given for 38 students. Standard deviation of pretest is 12.398 and posttest is 12.387. Then standard error mean of pretest is 2.011 while posttest is 2.009. It can be seen that mean of posttest (73.03) is higher than mean of pretest (57.50). From this result,

the researcher concludes that there is any significant difference on students'
vocabulary achievement before and after being taught by using short story.

Table 4.7 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test & post_test	38	.834	.000

Based on the table 4.10, outputs of paired sample correlations,
shows that the number of sample was 38 students. The correlations between
pretest and posttest is 0.843 and the numeral significance is 0.000. According to
Widhiarso (2012:6) correlation is the relationship between two pairs, if the
correlation is counted by quadrate means the giving treatment has significance
role toward different score. In this research, the two pairs were pre-test and post-
test. The correlation was $(0.834)2 = 0.695$. It means that 69.5% increasing score
of pre-test was caused by giving treatment and the 30.5% was caused by the other
factor. According to Widhiarso (2012:6) sig. is level of significance, and the roles
are:

a. If sig > 0.05 there is no influence of giving treatment toward pre-test and post-
test score.

b. If sig < 0.05 there is an influence of giving treatment toward pre-test and post-
test score.

In this research, the level of significance was 0.000. It means that the level of significance was less than 0.05 (0.000 < 0.05), it can be concluded that there was an influence of giving treatment toward pre-test and post-test score.

Table 4.8 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	pre_test - post_test	-15.526	7.146	1.159	-17.875	-13.177	-13.393	37	.000

Based on the table 4.11, the output Paired Sample T Test shows the result of T test analysis. The result show that the mean score of pre-test and post-test were (-15.526), standard deviation was (7.146), standard error mean was (1.159), the lower difference was (-17.875) and the upper difference was (-13.177). The result of tcount was (-13.393), the result of df was (37), and the significance was (0.000).

The interpretation of data can be done by two methods, there were based on the result of tcount and the result of level significance. The interpretation as follows:

a. Comparing the result of t-count and t-table.

If tcount > ttable, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant difference in the vocabulary scores of the students before they are taught by using short story and after they are taught by using short story.

b. The result of level of significance. The assumptions are:

a) If sig > 0.05 the null hypothesis was accepted.

b) If sig < 0.05 the null hypothesis was rejected.

The score of sig. is 0.000, it means that the level of significance was less than 0.05 (0.000 < 0.05). Thus, it can be concluded that the null hypothesis was rejected means there was significant difference in the vocabulary scores of the students before they are taught by using short story and after they are taught by using short story.

B. Hypothesis Testing

The hypothesis testing of this research is as follow: As mentioned in chapter 1 the research hypotheses in this research are:

1. **Alternative hypotheses:** there is significance difference between the students who are taught by using short story and whom are not taught by using short story.

   When the significant value < significant level, the alternative (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there was any significant difference between students' vocabulary score before and after they were taught by using short story.

2. **Null hypotheses:** there is no significance difference between the students who are taught by using short story and whom are not taught by using short story.

When the significant value > Significant level, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there was no significant difference between students' vocabulary score before and after they were taught by using short story.

Based on the statistical analysis by using paired sample t-test on SPSS 16.00, the output of statistical computation showed that the score of significant level (0.05) and the score of significant value is (0.000) it can be clearly concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant difference in the vocabulary score of the students on X-MIA 3 by using short story. Short story was effective and suggested to be used to teach vocabulary on X-MIA 3 MAN 2 Tulungagung.

C. Discussion

The objective of the research is to know the effectiveness of using short story towards students' vocabulary of X-MIA 3 at MAN 2 Tulungagung in the academic year of 2016/2017. The researcher conducted some steps to reach the objectives of the research. The researcher used test as instrument of the research to get the data and the method to collect the data was administering test. The researcher did some steps, there were administering pre-test, giving treatment, and administering post-test.

Before the students were taught by using short story from 38 students, there were six students got score 40 as lower score and five students got score 80 as higher score. The total score of the student before being taught by using short story was 2185 and the mean score of the student before being taught by using short story was 57.50.

After the students were taught by using short story from 38 students, there were eleven students got score 60 as lower score and three students got score 100 as higher score. The total score of the student after being taught by using short story was 2775 and the mean score of the student after being taught by using short story was 73.03.

After the researcher got score from pre-test and post-test. Then, the data was analyzed by using paired sample t-test on SPSS 16.00. The output of paired sample statistic showed that the mean score of pre-test was 57.50 and the mean score of post-test was 73.03. It can be interpreted that the vocabulary achievement of the student had been improved after getting the treatment. On the output of paired sample test shown that the score of significance value was 0.000 and the score of significant level 5% (0.05) Based on the data, the researcher known that significant value less than significant level (0.000 < 0.05) it means the null hypothesis (Ho) was rejected, alternative hypothesis (Ha) was accepted. It can be concluded that there was any significant different scores of students in vocabulary before and after they were taught by using short story.

The increased score of students' vocabulary was proved during the treatment, when the researcher did the treatment to the students, the students paid attention

and curious about short story. Besides that, from learning vocabulary through short story the students' vocabulary achievement has been increased because the students felt easier to understand the meaning and to memorize the vocabulary that they have learned. It can be seen when the researcher gave the questions to the students, they can answer the questions properly. It is supported by Garvie (1990) propose that foreign language learning be led by story can improve EFL learners' vocabulary and motivate them to learn the four language skills (listening, speaking, reading and writing) more effectively. Lao and Krashen (2000) also conducted a survey in Hong Kong found that the group who read literary texts showed improvement in vocabulary and reading.

Beside the facts above the students not only increase their vocabulary achievement but also motivated in learning vocabulary by using short story. It is supported by some experts. Peacock (1997:144) using true short stories in class increases students' motivation because such stories are "intrinsically more interesting". Elliott (1990:197) state that literature text motivates advanced Students and is "motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities". (Goldberg, 2006) also state that short stories can attract students' attention. Short stories also provide students with insight into the target culture; they also pass on beliefs and values of other cultures, which encourage students to continue reading to satisfy their curiosity.

The students were more motivated in learning vocabulary by using short story because based on their experiences; their teacher rarely teaches using media.

Usually the teacher only teaches them for four skills. Learning vocabulary through short story not only makes the students' vocabulary increased but also gets the other knowledge and culture from these short stories. It is supported by theory from Arigol (2001, cited in Hismanoglu, 2005) believes that short stories can giving learners a better view of other cultures and providing multicultural contexts because of its universal language. Fawkes (2001:2) argued that authentic materials, including short stories, "highlight similarities and differences in everyday customs and life"; thus, students gain a real knowledge of the world by exploring authentic materials.

From the result of data analysis and the explanation above short story can be used as media to teach in increasing students' vocabulary achievement. Slater (1991) states that short story can be a good teaching media for teaching vocabulary since it is considered to be adequate for the learners from all levels (from the beginner to the advanced learners).

Based on the research that has been conducted by the researcher in teaching vocabulary of X-MIA 3 students at MAN 2 Tulungagung, short story motivates the students to learn vocabulary easily. So, they can learn to develop their ability in learning vocabulary, especially of descriptive short story. Short story surely showed the real effectiveness in teaching vocabulary because it can help the students to improve their vocabulary achievement.