

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents research finding and discussion. The research finding discuss about the result of data analysis and the result of hypothesis testing. The discussion section consists of discussion about the research finding.

A. Research Finding

Referring to the last chapter, the researcher used test in collecting data. It was given to the seventh grade students of A class at MTs Aswaja Tunggangri as a subject of the research. The pre-test consist of 25 questions. The types of test are 10 multiple choice, 10 fill in the blank, and 5 matching words. There were 27 students as a subject at the research.

The students were given pre-test before giving treatment. The result of pre-test indicated that students in vocabulary is good although sometimes they are difficult to interpret the words in a context. After getting the result of students pre-test, the researcher gave treatment for the students by teaching them using word wall media. When teaching learning process was running, the students felt happy, enjoy, and comfortable in participating the learning process. After the treatment is done, the reseacher gave a post test to all the students. This post test used to know students vocabulary mastery after taught by using word wall. 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.

Before describe the data, the instrument had to be tried out first before it was tested to know whether it met the standard of particular aspects. The aspects were validity and reliability. The explanation of each aspect is given below.

Validity refers to the extent to which inferences made from assessment results are appropriate. In this research, I used SPSS 16 to calculate the index validity. The researcher calculated the index validity of item test, then compared the result with the table with n (number of students) = 27 with significance level 5% which is 0.367. Since the result of the computation was higher than the r -table, it was considered valid. Based on the computation of all items in the try-out, there were 25 items which were valid.

The next step was founded reliability. Reliability is one of the characteristics of a good test. Similar to validity, I used SPSS 16 to calculate the reliability. The followings are the result of the calculation.

Table 4.1 Reliability Statistic

Cronbach's Alpha	N of Items
.480	27

From the table above the researcher found that the Cronbach's Alpha on standardized item is 0.480. Thus, because of $r\text{-count}$ (0.480) > $r\text{-table}$ (0.367), so the test that is used by writer can be believed. It can be concluded that the instrument can be accepted, and the test was reliable.

To know the students' achievement good or not, the researcher gave criteria as suggested by the English teacher of MTs Aswaja Tunggangri. This is as follows:

Table 4.2. The Scores' Criteria

No	Class of Score	Grade	Criteria
1	90-100	A	Excellent
2	80-89	B	Good
3	70-79	C	Fair
4	46-69	D	Poor
5	0-45	E	Very Poor

To describe the data, the researcher presents students' score 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 mastery before being taught using word wall as a media. Pre-test was done before the treatment process. It was administered on Tuesday, April 4th 2017. The test in form of fill in the blank tests, multiple choice tests, and matching the word tests. The students were given 60 minutes to do the pre-test.

The table below showed the student's score of pre-test. The pre-test was administered for 27 students in VII A class taken as sample. The students are coded in to initial name. The data are presented in the following table:

Table 4.3 The Pre-Test Score

No	Subject	Score
1	A-1	65
2	A-2	60
3	A-3	65
4	A-4	50
5	A-5	70
6	A-6	55
7	A-7	65
8	A-8	50
9	A-9	60
10	A-10	65
11	A-11	65
12	A-12	60
13	A-13	75
14	A-14	75
15	A-15	60
16	A-16	60
17	A-17	70
18	A-18	55
19	A-19	60
20	A-20	70
21	A-21	70
22	A-22	65
23	A-23	50
24	A-24	70
25	A-25	55
26	A-26	65
27	A-27	55
Total		1685
Mean		62.40

As can be seen from the table 4.3, the mean of pre-test score was 62.40, the minimum score was 50, and the maximum score was 75. From the data score of students' pre-test the researcher arranged the frequency and the percentage of the students' score that can be seen as follows :

Table 4.4 The Frequency and Percentage of the Students' Pre-test Score

No	Class of Score	Frequency	Percentage
1	90-100 / Excellent	-	-
2	80-89 / Good	-	-
3	70-79 / Fair	7	26%
4	46-69 / Poor	20	74%
5	0-45 / Very Poor	-	-
Total		27	100%

From the data table 4.4 showed that no one student got Very Poor score in range 0-45. There were 20 students got Poor score in range 46-69 and in percentage 74%. There were 7 students got Fair score in range 70-79 and in percentage 26%. And no one student got Good and Excellent score in range 80-89 and 90-100.

To answer the research problem number two that how is the students' vocabulary mastery after being taught using word wall as a media. The post-test was done after the treatment process. It was administered on Wednesday, April 12th 2017. It was administered for 27 students in VII A class taken as sample. The students are coded in to initial name. The data are presented in the following table:

Table 4.5 The Post-Test Score

No	Subject	Score
1	A-1	80
2	A-2	85
3	A-3	95
4	A-4	80
5	A-5	80
6	A-6	85
7	A-7	90
8	A-8	85
9	A-9	80
10	A-10	85
11	A-11	80
12	A-12	70
13	A-13	90
14	A-14	85
15	A-15	85
16	A-16	80
17	A-17	80
18	A-18	85
19	A-19	90
20	A-20	95
21	A-21	85
22	A-22	95
23	A-23	80
24	A-24	80
25	A-25	80
26	A-26	85
27	A-27	80
Total		2270
Mean		84.10

As can be seen from the table 4.5, the mean of post-test score was 84.10, the minimum score was 70, and the maximum score was 95. From the data score of students' post-test the reseacher arranged the frequency and the percentage of the students' score that can be seen as follows :

Table 4.6 The Frequency and Percentage of the Students' Post-test Score

No	Class of Score	Frequency	Percentage
1	90-100 / Excellent	6	22%
2	80-89 / Good	20	74%
3	70-79 / Fair	1	4%
4	46-69 / Poor	-	-
5	0-45 / Very Poor	-	-
Total		27	100%

From the data table 4.6 showed that no one student got Very Poor and Poor score in range 0-45 and 46-69. There were 1 student got Fair score in range 70-79 and in percentage 4%. There were 20 students got Good score in range 80-100 in percentage 74%. And there were 6 students got Excellent score in range 90-100 in percentage 22%.

Third, related to the research problem number three that is there any significant difference of student's score before and after being taught using word wall as a media, the researcher presents the percentages difference of the pre-test and post-test achievement, the percentages was presented again on the following table:

Table 4.7. The Comparison of Pre-test and Post-test Percentage

No	Class of Score	Pre-Test	Post-Test
1	90-100 / Excellent	-	22%
2	80-89 / Good	-	74%
3	70-79 / Fair	26%	4%
4	46-69 / Poor	74%	-
5	0-45 / Very Poor	-	-

From table 4.7, it can be concluded that the students' pre-test and post-test score in the percentage and criteria was different. After taught by using word wall media in teaching vocabulary on the table 4.6 showed that criteria score of Excellent was increased (0% to be 22%), Good grade was increased (0% to be 74%), Fair grade was decreased (26% to be 4%), Poor grade was decreased (74% to be 0%), and Very Poor grade was equal percentage (0% to be 0%). So, can be concluded that there is any difference in students' score before and after taught by using word wall as media.

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 4.8 Descriptive Statistic of Pre-test and Post-test Score

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	27	50.00	75.00	1685.00	62.4074	5.72394
Post-Test	27	70.00	95.00	2270.00	84.0741	7.25502
Valid N	27					

The table 4.8 above showed that the mean score of pre-test was 62.40 and the mean score of post-test was 84.07. Meanwhile, the minimum score was 50 for pre-test and 70 for post-test. And the maximum score was 75 for pre-test and 90 for post-test. From output above, the standard deviation was founded in 5.72 for pre-test and 7.25 for post-test.

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 test, including pre-test and post-test. The analysis is made to find out whether or not there is any significant difference in students' score before and after taught using word wall as media. It is also to find out the effectiveness of word wall as teaching media toward students' vocabulary mastery. The result as follow:

Table 4.9 The Output of Paired Sample Statistic

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest – PostTest	-20.16667	7.84465	1.50970	-24.76991	-18.56343	-14.352	26	.000

Based on the Table 4.9, output paired samples test show the result of compare analysis with using t-test. Output shows mean pre-test and post-test is (-20.167), standard deviation (7.845), mean standard error (1.509). The lower different (-24.769), while the upper different (-18.563). The result t-test = (-14.352) with df 26 and significance 0.000. The difference in the value -14.352 has a range between lower/ limit down by -24.769 to upper/ upper limit -14.352.

Based on the test score t with compare t-count with t-table, where df = 26, the t-table 2.056 with t-count = -14.352, it means that more large from t-table (symbol minus in this matter ignored at standard significant 5%, it means the hypothesis null was rejected. With the numeral of significant 0.000, it means that smaller from 0.05, then the hypothesis null clarify that

there is no significant different score using by word wall as media in teaching vocabulary of the seventh grade students at MTs Aswaja Tunggangri is rejected.

B. Hypothesis Testing

As stated earlier, the null hypothesis (H_0) and alternative hypothesis (H_a) of this research are:

1. H_0 : There is no significant difference between the achievement of students taught vocabulary using word wall and without using the word wall in MTs Aswaja Tunggangri Academic Year 2016/2017.
2. H_a : There is a significant difference between the achievement of students taught vocabulary using word wall and without using the word wall in MTs Aswaja Tunggangri Academic Year 2016/2017.

Base on the statistical calculation using SPSS 16.00, the researcher gave interpretation to significant value. The significant value of the research is 0.000, the significant level 0.05 and the t-table 2.056 the df : 26 where as the t-count 14.352. When the significant value (0.000) < significant level (0.05) the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. While significant value (0.000) > significant level (0.05) the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis (H_a) is accepted and the null

hypothesis (H_0) is rejected. It means that there is any significant difference between the achievement of students taught vocabulary using word wall and without using the word wall in MTs Aswaja Tunggangri Academic Year 2016/2017.

C. Discussion

The objectives of this study are firstly is to investigate the students' vocabulary mastery before being taught using word wall as a media, secondly to investigate the students' achievement after being taught using word wall as a media, and thirdly to investigate the significant difference of students' score before and after being taught using word wall as a media for teaching vocabulary in seventh grade students of MTs Aswaja Tunggangri.

The research procedures done during teaching and learning process are divided into three steps. First step is preliminary study, in which the researcher conducts the preliminary study to know the students' vocabulary mastery by administering pre-test. The second were given treatment to the students. The treatment here was teaching vocabulary by word wall media. During getting the treatment, the students are enthusiastic to study vocabulary. The last step is administering post-test. In the post-test, the students are given a test to know their vocabulary mastery after they are treated by using word wall media.

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

1. Students' vocabulary scores before being taught by using word wall

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 word wall was being conducted. It was given to the students to know the students' vocabulary mastery by administering pre-test. The pretest was given to the VII-A class consisted of 27 students. The pretest contained 25 questions. The result showed that the mean of pre-test is 62.40.

2. Students' vocabulary scores after being taught by using word wall

The post-test 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 difference in the students' vocabulary mastery after given by treatment. The post-test was given to the VII-A class consisted of 27 students. The post-test contained 25 questions. The result showed that the mean of post-test is 84.10.

3. The significant different scores before and after being taught by using word wall

Based on the research finding, it showed that the mean scores between pre-test and post-test is different. The students score in vocabulary mastery before being taught using word wall media is 62.40. The students score in vocabulary mastery after being taught using word wall media is 84.10, and to know what different was significant or not, the researcher used t-distribution. If $t\text{-count} > t\text{-table}$ ($14.352 > 2.056$). So,

null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted. It means that word wall media for teaching vocabulary is effective and the students get good achievement.

The result of the study was in line with the theory of the effectiveness of using word wall media (LeDale, 2011: 390). Word wall media is an effective for teaching vocabulary. The word “effective” here means that word wall media gives positive change in the teaching and learning process. Here word wall media helps the student to vocabulary mastery in interesting and communicative way. Word wall media make the students feel happy and very active to learn english vocabulary. The students can pervade with fast after use word wall media.

According to Marzano, Robert J. 2004, Word Wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or term. It can be considered to give practice in all skills such as: reading, writing, and speaking. A word wall media helps create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning. Word wall media make the class fun and happy. (Munadi, 2008: 6) stated that young learners learn a foreign language because of external motivation. By giving fun experience it will attract and motivated them to know more about the new language they learn. By use word wall media have reason to communicate rather than just repeat word back mindlessly. Therefore, they want to know and

learn more. They involve a lot of repetition. In fact, repetition is the basic skill, but it can be boring.

So that ways, the implementation of word wall media in teaching and learning process gives positive effect on students' achievement, because they can study vocabulary easily and relax without hard feeling. The situation that conducive and comfort for their sense, it will make enjoy learning and getting good result. It can be done because by happy and fun learning, information can be understood and maintained to memory well. Based on the result of the study, it can be said that an word wall as alternative media was effective in teaching vocabulary at junior high school, especially at seventh grade of MTs Aswaja Tunggangri.