**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the data of research finding and discussion based on the result of research.

**A. Data of Research Finding**

 In this section, the writer presented the students’ achievement before and after being taught by using grouping and organizing vocabulary as strategy in the process of teaching vocabulary. In this presentations, the writer presented and analyzed the data which had been collected through two kinds of tests, they are pre-test and post-test. In was conducted to forty four students.

1. **The Student’s Achievement before being Taught by Using Grouping and Organizing Vocabulary**

 In this section, the researcher presented the result of the pre-test that have been tested before treatment.

 The total score has been gotten from score obtained by the students divided maximum score and multiplied 100 points, the equal or total score is 100 points. Or the formula is [(score obtained by the students: 45) x 100] =100 points. The description as follow:

 **Table 4.1 the Students’ Scores before being Taught by Using**

 **Grouping and Organizing Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Code** | **Score Obtained** |  **Total Score**  |
| 1. | A | 37 | 82 |
| 2. | B | 40 | 89 |
| 3. | C | 33 | 73 |
| 4. | D | 37 | 82 |
| 5. | E | 29 | 64 |
| 6. | F | 24 | 53 |
| 7. | G | 41 | 91 |
| 8. | H | 34 | 76 |
| 9. | I | 30 | 67 |
| 10. | J | 31 | 69 |
| 11. | K | 34 | 76 |
| 12. | L | 36 | 80 |
| 13. | M | 37 | 82 |
| 14. | N | 33 | 73 |
| 15. | O | 26 | 58 |
| 16. | P | 35 | 78 |
| 17. | Q | 39 | 87 |
| 18. | R | 40 | 89 |
| 19. | S | 30 | 67 |
| 20. | T | 33 | 73 |
| 21. | U | 40 | 89 |
| 22. | V | 35 | 78 |
| 23. | W | 41 | 91 |
| 24. | X | 29 | 64 |
| 25. | Y | 39 | 87 |
| 26. | Z | 26 | 58 |
| 27. | AA | 34 | 76 |
| 28. | AB | 39 | 87 |
| 29. | AC | 40 | 89 |
| 30. | AD | 41 | 91 |
| 31. | AE | 34 | 76 |
| 32. | AF | 40 | 89 |
| 33. | AG | 33 | 73 |
| 34. | AH | 39 | 87 |
| 35. | AI | 26 | 58 |
| 36. | AJ | 32 | 71 |
| 37. | AK | 29 | 64 |
| 38. | AL | 42 | 93 |
| 39. | AM | 34 | 76 |
| 40. | AN | 39 | 87 |
| 41. | AO | 40 | 89 |
| 42. | AP | 29 | 64 |
| 43. | AQ | 25 | 56 |
| 44. | AR | 41 | 91 |

 Pre-test was done on April 19th, 2012 at 10.00 am until 11.30 am. Based on the table 4.1, it was concluded that about 5 students got score in range 41-60, 20 students got score in range 61-80, and 19 students in range 81-100.

1. **The Student’s Achievement after being Taught by Using Grouping and Organizing Vocabulary**

 In this section, writer presented the score of post-test after being taught by using grouping and organizing vocabulary. The description as follow:

**Table 4.2 the Student’s Scores after being Taught by Using**

**Grouping and Organizing Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Code** | **Score Obtained** | **Total Score** |
| 1. | A | 42 | 93 |
| 2. | B | 45 | 100 |
| 3. | C | 38 | 84 |
| 4. | D | 42 | 93 |
| 5. | E | 34 | 76 |
| 6. | F | 29 | 64 |
| 7. | G | 45 | 100 |
| 8. | H | 39 | 87 |
| 9. | I | 35 | 78 |
| 10. | J | 36 | 80 |
| 11. | K | 40 | 89 |
| 12. | L | 41 | 91 |
| 13. | M | 40 | 89 |
| 14. | N | 38 | 84 |
| 15. | O | 31 | 69 |
| 16. | P | 39 | 87 |
| 17. | Q | 45 | 100 |
| 18. | R | 45 | 100 |
| 19. | S | 34 | 76 |
| 20. | T | 38 | 84 |
| 21. | U | 45 | 100 |
| 22. | V | 39 | 87 |
| 23. | W | 45 | 100 |
| 24. | X | 34 | 76 |
| 25. | Y | 45 | 100 |
| 26. | Z | 31 | 69 |
| 27. | AA | 38 | 84 |
| *Continued…..* |
| *Continuation…* |
| **No** | **Code** | **Score Obtained** | **Total Score** |
| 28. | AB | 45 | 100 |
| 29. | AC | 45 | 100 |
| 30. | AD | 45 | 100 |
| 31. | AE | 38 | 84 |
| 32. | AF | 45 | 100 |
| 33. | AG | 37 | 82 |
| 34. | AH | 45 | 100 |
| 35. | AI | 31 | 69 |
| 36. | AJ | 37 | 82 |
| 37. | AK | 33 | 73 |
| 38. | AL | 45 | 100 |
| 39. | AM | 39 | 87 |
| 40. | AN | 45 | 100 |
| 41. | AO | 45 | 100 |
| 42. | AP | 34 | 76 |
| 43. | AQ | 29 | 64 |
| 44. | AR | 45 | 100 |

 Post-test was done on May 31st, 2012 at 10.00 am until 11.30 am. Based on the table 4.2, it was concluded that about 12 students got score in range 61-80, and 32 students got score in range 81-100.

1. **The Student’s Achievement before and after being Taught by Using Grouping and Organizing Vocabulary**

 After pre-test, treatment, and post-test were done, the writer got two results of score. They were pre-test scores and post-test scores. The data presented as follow:

**Table 4.3 the Student’s Scores before and after being Taught by Using**

**Grouping and Organizing Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Code** | **Pre-Test** | **Post-Test** |
| 1. | A | 82 | 93 |
| 2. | B | 89 | 100 |
| 3. | C | 73 | 84 |
| 4. | D | 82 | 93 |
| *Continued…..* |
| *Continuation…* |
| **No** | **Code** | **Pre-Test** | **Post-Test** |
| 5. | E | 64 | 76 |
| 6. | F | 53 | 64 |
| 7. | G | 91 | 100 |
| 8. | H | 76 | 87 |
| 9. | I | 67 | 78 |
| 10. | J | 69 | 80 |
| 11. | K | 76 | 89 |
| 12. | L | 80 | 91 |
| 13. | M | 82 | 89 |
| 14. | N | 73 | 84 |
| 15. | O | 58 | 69 |
| 16. | P | 78 | 87 |
| 17. | Q | 87 | 100 |
| 18. | R | 89 | 100 |
| 19. | S | 67 | 76 |
| 20. | T | 73 | 84 |
| 21. | U | 89 | 100 |
| 22. | V | 78 | 87 |
| 23. | W | 91 | 100 |
| 24. | X | 64 | 76 |
| 25. | Y | 87 | 100 |
| 26. | Z | 58 | 69 |
| 27. | AA | 76 | 84 |
| 28. | AB | 87 | 100 |
| 29. | AC | 89 | 100 |
| 30. | AD | 91 | 100 |
| 31. | AE | 76 | 84 |
| 32. | AF | 89 | 100 |
| 33. | AG | 73 | 82 |
| 34. | AH | 87 | 100 |
| 35. | AI | 58 | 69 |
| 36. | AJ | 71 | 82 |
| 37. | AK | 64 | 73 |
| 38. | AL | 93 | 100 |
| 39. | AM | 76 | 87 |
| 40. | AN | 87 | 100 |
| 41. | AO | 89 | 100 |
| 42. | AP | 64 | 76 |
| 43. | AQ | 56 | 64 |
| 44. | AR | 91 | 100 |

 Based on the table 4.3, the writer concluded that all the students had increasing score.

**4. Data Analysis**

1. **Score Test and Qualification before being Taught by Using Grouping and Organizing Vocabulary**

 Based on the data in Table 4.1 above, the writer drew the frequency and it was analyzed as follow:

**Table of Qualification Score**

|  |  |  |
| --- | --- | --- |
| **NO** | **INTERVAL CLASS** | **CRITERIA** |
| 1 |  81 – 100 | Very Good  |
| 2 |  61 -80 | Good |
| 3 |  41 -60 | Enough |
| 4  |  21 - 40 |  Poor |
| 5 |  0 - 20 |  Very Poor |

**Table 4.4 the Students’ Qualification before being Taught by Using**

**Grouping and Organizing Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Code** | **Total Score** | **Qualification** |
| 1. | A | 82 | Very Good |
| 2. | B | 89 | Very Good |
| 3. | C | 73 | Good |
| 4. | D | 82 | Very Good |
| 5. | E | 64 | Good |
| 6. | F | 53 | Enough |
| 7. | G | 91 | Very Good |
| 8. | H | 76 | Good |
| 9. | I | 67 | Good |
| 10. | J | 69 | Good |
| 11. | K | 76 | Good |
| 12. | L | 80 | Good |
| 13. | M | 82 | Very Good |
| 14. | N | 73 | Good |
| 15. | O | 58 | Enough |
| 16. | P | 78 | Good |
| 17. | Q | 87 | Very Good |
| 18. | R | 89 | Very Good |
| 19. | S | 67 | Good |
| 20. | T | 73 | Good |
| 21. | U | 89 | Very Good |
| *Continued…..* |
| *Continuation…* |
| **No** | **Code** | **Total Score** | **Qualification** |
| 22. | V | 78 | Good |
| 23. | W | 91 | Very Good |
| 24. | X | 64 | Good |
| 25. | Y | 87 | Very Good |
| 26. | Z | 58 | Enough |
| 27. | AA | 76 | Good |
| 28. | AB | 87 | Very Good |
| 29. | AC | 89 | Very Good |
| 30. | AD | 91 | Very Good |
| 31. | AE | 76 | Good |
| 32. | AF | 89 | Very Good |
| 33. | AG | 73 | Good |
| 34. | AH | 87 | Very Good |
| 35. | AI | 58 | Enough |
| 36. | AJ | 71 | Good |
| 37. | AK | 64 | Good |
| 38. | AL | 93 | Very Good |
| 39. | AM | 76 | Good |
| 40. | AN | 87 | Very Good |
| 41. | AO | 89 | Very Good |
| 42. | AP | 64 | Good |
| 43. | AQ | 56 | Enough |
| 44. | AR | 91 | Very Good |

 To know the percentage of student’s achievement before using grouping and organizing vocabulary, the writer analyzed with weighting score from the scheme in table 4.1 as follow:

**Table 4.5 the Percentage of Student’s Qualification before being Taught by Using Grouping and Organizing Vocabulary**

|  |  |
| --- | --- |
| **Qualification** |  **Percentage (%)** |
| Very Good | 43,18 |  |  |  |  |
| Good |  | 45,45 |  |  |  |
| Enough |  |  | 11,37 |  |  |
| Poor |  |  |  | - |  |
| Very Poor |  |  |  |  | - |

 Based on the table 4.5 it was known that there was 11,11% students who had Enough result of score, 44,44% students who had Good result of score, and 43,18% students who had Very Good result of score.

1. **Score Test and Qualification after being Taught by Using Grouping and Organizing Vocabulary**

 Based on the data in Table 4.2 above, the writer drew the frequency and it was analyzed as follow:

**Table 4.6 the Students’ Qualification after being Taught by Using**

**Grouping and Organizing Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Code** | **Total Score** | **Qualification** |
| 1. | A | 93 | Very Good |
| 2. | B | 100 | Very Good |
| 3. | C | 84 | Very Good |
| 4. | D | 93 | Very Good |
| 5. | E | 76 | Good |
| 6. | F | 64 | Good |
| 7. | G | 100 | Very Good |
| 8. | H | 87 | Very Good |
| 9. | I | 78 | Good |
| 10. | J | 80 | Good |
| 11. | K | 89 | Very Good |
| 12. | L | 91 | Very Good |
| 13. | M | 89 | Very Good |
| 14. | N | 84 | Very Good |
| 15. | O | 69 | Good |
| 16. | P | 87 | Very Good |
| 17. | Q | 100 | Very Good |
| 18. | R | 100 | Very Good |
| 19. | S | 76 | Good |
| 20. | T | 84 | Very Good |
| 21. | U | 100 | Very Good |
| 22. | V | 87 | Very Good |
| 23. | W | 100 | Very Good |
| 24. | X | 76 | Good |
| 25. | Y | 100 | Very Good |
| 26. | Z | 69 | Good |
| *Continued…..* |
| *Continuation…* |
| **No** | **Code** | **Total Score** | **Qualification** |
| 27. | AA | 84 | Very Good |
| 28. | AB | 100 | Very Good |
| 29. | AC | 100 | Very Good |
| 30. | AD | 100 | Very Good |
| 31. | AE | 84 | Very Good |
| 32. | AF | 100 | Very Good |
| 33. | AG | 82 | Very Good |
| 34. | AH | 100 | Very Good |
| 35. | AI | 69 | Good |
| 36. | AJ | 82 | Very Good |
| 37. | AK | 73 | Good |
| 38. | AL | 100 | Very Good |
| 39. | AM | 87 | Very Good |
| 40. | AN | 100 | Very Good |
| 41. | AO | 100 | Very Good |
| 42. | AP | 76 | Good |
| 43. | AQ | 64 | Good |
| 44. | AR | 100 | Very Good |

To know the percentage of student’s achievement after using grouping and organizing vocabulary, the writer analyzed with weighting score from the scheme in table 4.2 as follow:

**Table 4.7.the Percentage of Student’s Qualification after being Taught by Using Grouping and Organizing Vocabulary**

|  |  |
| --- | --- |
| **Qualification** |  **Percentage (%)** |
| Very Good | 72,73 |  |  |  |  |
| Good |  | 27,27 |  |  |  |
| Enough |  |  | - |  |  |
| Poor |  |  |  | - |  |
| Very Poor |  |  |  |  | - |

 Based on the table 4.7 it was known that there was 27,27% students who had Good result of score, and 72,73% students who had Very Good result of score.

1. **The Significant Different of the Student’s achievement before and after being Taught by Using Grouping and Organizing Vocabulary**

 Based on the table 4.3 above, there was a different result of the score. The next steps for this study were computing by using T-Test. It was used to know if there was any significant influence of the student’s achievement before and after being taught by using grouping and organizing vocabulary as strategy in teaching vocabulary process in 5% and 1% of significant level.

 The writer analyzed as follow:

 **Identifying Mean**

Before identify the mean, the writer provided this table to make easy in identifying T-Test. The table as follow:

**Table 4.8 Preparation Table of T-Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Code** | **Pre-Test(X)** | **Post-Test(Y)** | **D(Y-X)** | **D(Y-X)²** |
|  1. |  A | 82 | 93 | 11 | 121 |
|  2. |  B | 89 | 100 | 11 | 121 |
|  3. |  C | 73 | 84 | 11 | 121 |
|  4. |  D | 82 | 93 | 11 | 121 |
|  5. |  E | 64 | 76 | 12 | 144 |
|  6. |  F | 53 | 64 | 11 | 121 |
|  7. |  G | 91 | 100 | 9 | 81 |
|  8. |  H | 76 | 87 | 11 | 121 |
|  9. |  I | 67 | 78 | 11 | 121 |
|  10. |  J | 69 | 80 | 11 | 121 |
|  11. |  K | 76 | 89 | 13 | 169 |
|  12. |  L | 80 | 91 | 11 | 121 |
|  13. |  M | 82 | 89 | 7 | 49 |
|  14. |  N | 73 | 84 | 11 | 121 |
|  15. |  O | 58 | 69 | 11 | 121 |
|  16. |  P | 78 | 87 | 9 | 81 |
|  17. |  Q | 87 | 100 | 13 | 169 |
|  18. |  R | 89 | 100 | 11 | 121 |
|  19. |  S | 67 | 76 | 9 | 81 |
| *Continued…..* |
|  |
| *Continuation…* |
| **No.** | **Code** | **Pre-Test(X)** | **Post-Test(Y)** | **D(Y-X)** | **D(Y-X)²** |
|  20. |  T | 73 | 84 | 11 | 121 |
|  21. |  U | 89 | 100 | 11 | 121 |
|  22. |  V | 78 | 87 | 9 | 81 |
|  23. |  W | 91 | 100 | 9 | 81 |
|  24. |  X | 64 | 76 | 12 | 144 |
|  25. |  Y | 87 | 100 | 13 | 169 |
|  26. |  Z | 58 | 69 | 11 | 121 |
|  27. |  AA | 76 | 84 | 8 | 64 |
|  28. |  AB | 87 | 100 | 13 | 169 |
|  29. |  AC | 89 | 100 | 11 | 121 |
|  30. |  AD | 91 | 100 | 9 | 81 |
|  31. |  AE | 76 | 84 | 8 | 64 |
|  32. |  AF | 89 | 100 | 11 | 121 |
|  33. |  AG | 73 | 82 | 9 | 81 |
|  34. |  AH | 87 | 100 | 13 | 169 |
|  35. |  AI | 58 | 69 | 11 | 121 |
|  36. |  AJ | 71 | 82 | 11 | 121 |
|  37. |  AK | 64 | 73 | 9 | 81 |
|  38. |  AL | 93 | 100 | 7 | 49 |
|  39. |  AM | 76 | 87 | 11 | 121 |
|  40. |  AN | 87 | 100 | 13 | 169 |
|  41. |  AO | 89 | 100 | 11 | 121 |
|  42. |  AP | 64 | 76 | 12 | 144 |
|  43. |  AQ | 56 | 64 | 8 | 64 |
|  44. |  AR | 91 | 100 | 9 | 81 |
|  |  | ∑X= 3339 | ∑Y= 3801 | ∑D= 464 | ∑D²=5006 |

Identify mean:

 MD =

 Mean from X and Y

 MX =

 MY =

 **Identifying T-Test Score ()**

 =

 =

 =

 =

 =

 = 1,57

 From the result above, to know the value degree of freedom (df) the formula is N-1 = 44-1 = 43, with df = 43 so, T-Table 5%= 2,02. From the result and compared with T-Table conclude that the result was significant.

1. **Hypothesis Testing**

 The hypothesis testing was identified by using the significant effect of T-Test result, and to make sure the writer provided the percentage of student’s achievement after using grouping and organizing vocabulary.

From the data analysis we can identify as follow:

1. If > T-Table in N=44 significant 5%, the Alternative Hypothesis (Ha) is accepted. It means that there is significant difference to the fifth grade students before using grouping and organizing vocabulary strategy and after using grouping and organizing vocabulary strategy. The difference is significant.

1. If < T-Table in N=44 significant 5%, the Null Hypothesis (Ho) is accepted. It means that there is no significant difference to the fifth grade students before using grouping and organizing vocabulary strategy and after using grouping and organizing vocabulary strategy. The difference is not significant.

 Based on the statistical test by using T-Test, it showed that score after using grouping and organizing vocabulary is 4,16 and T-Table is 2,02, meaning that is bigger than T-Table and Alternative Hypothesis (Ha) is accepted.

**B. Discussion**

Based on the percentage of the student’s qualification before being taught by using grouping and organizing vocabulary, about 11,37% students who had Enough result of score, 45,45% students who had Good result of score, and 43,18% students who had Very Good result of score. If compared to result of score after being taught by using grouping and organizing vocabulary, there was a significant increase, which was showed from the percentage student’s qualification before being taught by using grouping and organizing vocabulary there was 19 students got Very Good result of score.

While in percentage of the student’s qualification after being taught by using grouping and organizing vocabulary about 27,27% students who had Good result of score, and 72,73% students who had Very Good result of score.

From the result of the test, it can be concluded that “There is any significant effect of teaching vocabulary by using grouping and organizing in student’s achievement’’. So, this strategy is effective and it is suggested to be used.