

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter present and the finding and discussion. Therefore, this chapter focuses on the description of data, hypothesis testing, and discussion.

#### **A. The Description of Data**

The researcher presented the data of the research that is the students' vocabulary mastery before being taught by using talking stick technique and after being taught by using talking stick. The researcher did pre-experimental research design by using one group pre-test post-test with quantitative research approach. The fifth grade students of MI Abun Naja that consist of 20 students was chosen by the researcher. The researcher used test as research instrument to get the data, the research used pre-test and post-test developed by researcher.

The research was conducted in four meetings. Firts meeting was adminesterng pre-test, second and third meeting were giving treatment by using talking stick technique to teach vocabulary, and the last meeting was administering post-test. From the pre-test and post-test the researcher got a score from the students. The score can be seen as follows:

**Table 3.6 The List of Pre-Test and Post-Test Score**

<b>No</b>	<b>Name</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	BINNA	75	90
2.	FINFA	80	90
3.	SITNA	80	95
4.	EVMAY	55	90
5.	ZULAN	75	85
6.	NEVA	65	70
7.	VIRVA	85	95
8.	MAYA	50	95
9.	LAINA	70	95
10.	FITRIA	85	90
<b>Total</b>		$\Sigma = 720$	$\Sigma = 895$

Based on table 4.1 there are 10 students of the fifth grade in the classroom as population also become sample in the research. All of them join pre-test and post-test, from the test they got two score of pre-test and post-test. The lower score in pre-test was 55 which is gotten by two students and the higher score was 85 which is gotten by two student. Meanwhile, the lower score in post-test was 70 which is gotten by one student and the higher score was 95 which is gotten by four students.

Furthermore, the data of the students' pre-test and post-test can be arranged in the form of frequency, the result of frequency can see below:

a. The frequencies of pre-test

The pre-test was given to the students before the treatment using talking stick technique to teach vocabulary. The pre-test was in the form of multiple choice test and matching test. There are 10 questions of multiple choice and 5 questions of matching test. The frequency of pre-test can be seen on Table 4.2 :

**Table 3.7 the Frequencies Table of Pre-Test**

		<b>PRETEST</b>
N	Valid Missing	
Mean		<b>72</b>
Median		<b>75</b>
Mode		<b>85</b>
Sum		<b>720</b>

based on Table 4.2 it can be shown that there are 10 students as the subject of the research. The mean score is 72 meaning that the average score of the student is 72. The median score is 75 the modus score is 80. And the total score of pretest is 720.

b. The frequencies of post-test

The post-test was given to the students after the treatment that is using talking stick to teach vocabulary, the post-test was in the form of multiple choice test and matching test. There are 10 questions of multiple choice and 5 questions of matching test. The frequency of post-test can be seen on Table 3.8

**Table 3.8 The Frequencies Table of Post-Test  
Statistic**

		<b>POSTTEST</b>
N	Valid	
	Missing	
Mean		<b>89,5</b>
Median		<b>90</b>
Mode		<b>95</b>
Sum		<b>895</b>

based on table 4.3 it can be shown that there are 10 students as the subject of the research. The mean score is 89,5 meaning that the average score of the student is 89,5. The median score is 90. The mode score is 95. Means that many students got score 95. And the total score of post-test is 895, it was higher than total score of pre-test that is 720 only.

From the data above which is in the form of frequency, the data shows that the score of pre-test is higher than the score of pre-test. However, to know wheter there is significant different score of the

students before the students taught using talking stick technique and after the students are taught using talking stick technique. The researcher used statistical test by using paired sample t-test on SPSS 22.00 to analyze the data. The result can be seen on Table 4.4

## **B. Parametric Test of Significan**

### **1. Normality Testing**

Normality test was one of requirements in analyze the data, it means that before conduct the real analysis, the data of the research should be tested normality of distribution. Good data was the data in the normal distribution. Raharjo (2014) explain the basis for a decision in the normality test is: If the significance value is more than 0.05, the data is normally distributed. While, if the significance value is less than 0.05, the data are not normally distributed.

In this research, the researcher use one of method in normality testing that is One- Sample Kolmogorov – Smirnov Test on SPSS 22.00 the data present on the table below:

**Table 3.9. Table of One-Sample Kolmogorov- Smirnov Test**

		PRETEST	POSTTEST
N		10	10
Normal Parameters <sup>a</sup>	Mean	72.00	89.50
	Std. Deviation	12.065	7.619
Most Extreme Differences	Absolute	.198	.326
	Positive	.141	.235
	Negative	-.198	-.326
Kolmogorov-Smirnov Z		.627	1.031
Asymp. Sig. (2-tailed)		.827	.238
a. Test distribution is Normal.			

It is the output the result of normality testing by using One-Sample Kolmogorov – Smirnov Test. The significance value from the table is 0,238. It means that the significance value is high than 0.05, and the data is in normal distribution.

## 2. Homogeneity Testing

Homogeneity testing is used to test whether the data has homogeneous variance or not. As like in normality testing, if the value is higher than 0.05 indicated that the data are homogeneous. If the value is smaller than 0.05 indicated that the data are not homogeneous. This could be done by using SPSS 22.00 program. Homogeneity, test

was done towards the vocabulary mastery score obtained from the students.

**Table 4.1 Homogeneity Testing**

**Test of Homogeneity of Variances**

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Levene Statistic	df1	df2	Sig.
2.136	1	18	.161

based on the homogeneity result on the table 4.6 above, output Test of Homogeneity of Variance show that the value of Asymp.Sig. was 0.161 which were lower than 0.05. it can be concluded that the data were not homogeneous.

### 3. Linearity Testing

Linearity testing is used to test whether the data linear or not. As like in normality and homogeneity testing, if the value is higher than 0.05 indicated that the data are linear. This could be done by using SPSS 22.00 program. linearity test was done towards the vocabulary mastery score obtained from the students.

**Table 4.3 Linearity Testing****ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
posttest * Between Groups	485.000	6	80.833	6.467	.077
Pretest Linearity	9.237	1	9.237	.739	.453
Deviation from Linearity	475.763	5	95.153	7.612	.063
Within Groups	37.500	3	12.500		
Total	522.500	9			

**Table 4.4 Paired Sample Statistics****Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	72.00	10	12.065	3.815
POSTTEST	89.50	10	7.619	2.409

Based on table 4.4 the output of paired sample statistics as descriptive statistics shows that the mean score of pre-test is 72.00 and the mean score of post test is 89.50. the number of sample both the pre-test and post-test is



10. The standard deviation of pre-test is 12.065 and the standard deviation of post-test is 7.619. the standard error mean of pre-test is 3.815 and the standard error mean of post-test is 2.409 . it can be concluded that the mean or average score of the students in pre-test and post test is different, the mean score of pre-test is less than the mean of post test ( $72.00 < 89.50$ ) or the mean score of post test is higher than pre-test ( $89.50 > 72.00$ ). thus ,there is increasing score from pre-test to post-test means that there is significant different score after the students taught by using talking stick technique in increasing vocabulary mastery.

**Table 4.5 Paired Sample correlation**

**Paired Sample Correlations**

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	10	.133	.714

Based on table 4.5 the output of paired samples correlaions shows the number of sample 10 students. The correlation is 0.133. the level of significance is 0.714. according to Widhiarso (2016:6) correlation is the relationship between two pairs, if the correlations is counted by quadrate means the giving treatment has significance role toward differnet score. In this research , the two pairs are pre-test and post-test. The correlation is  $(0.133)^2 = 0.01$  . it means that 1% increasing score of pre-test is caused

by giving treatment and the 99% is caused by the other factor. According to Widhiarso (2016:6) sig.is level of significance, and the roles are:

- a. If  $\text{sig} > 0.05$  there is no influence of giving treatment toward pre-test and post-test score.
- b. If  $\text{sig} < 0.05$  there is an influence of giving treatment toward pre-test and post-test score.

in this research, the level of significance is 0.714. it means that the level of significance is more than 0.05 ( $0.714 > 0.05$ ) it can be concluded that there is an influence of giving treatment toward pre-test and post-test score, the total score of pos-test is higher than pre-test( $0.895 > 0.720$ ) means that the increasing score is caused by giving treatment. The treatment is effective to teach vocabulary and effective in increasing vocabulary mastery of the elementary student.

**Table 4.6 Paired Sample Test**  
**Paired Sample Test**

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pa ir 1 PRETEST - POSTTEST	-17.500	13.385	4.233	-27.075	-7.925	-4.134	9	.003

Based on Table 4.6 the output of paired samples test as inferential statistic shows that the mean score of pre-test and post-test is (-17.500), standard deviation is (13.385), standard error mean is (4.233), the lower difference is (-27.075) and the upper difference is (-7.925) the result of  $t_{count}$  is (-4.134), the result of df is (9) and the significance is (0.003).

The interpretation of data can be done by two methods, there are based on the result of  $t_{count}$  and the result of level significance. The interpretation as follows:

- a. Comparing the result of  $t_{count}$  and  $t_{table}$ .

The score of  $t_{count}$  is -4.134. and to know the result of  $t_{table}$  can be seen from t-table. The df is 9, the score of  $t_{table}$  on t table for standard significant 5% is 2.262. it can be concluded that  $t_{count}$  is higher than  $t_{table}$  ( $4.134 > 2.262$ ). If  $t_{count} > t_{table}$  the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that there was significant difference in the vocabulary scores of the students before they are taught by using talking stick

- b. The result of level significance. The assumption are:

- a) If  $sig > 0.05$  the null hypothesis accepted
- b) If  $sig < 0.05$  the null hypothesis is rejected

The score of sig .is 0.003 it means that the level of significance is less than 0.05. thus, it can be concluded that the null hypothesis is rejected means there was significant difference in the vocabulary

scores of the students before they are taught using talking stick technique and after they are taught using talking stick.

### C. Hypothesis Testing

The hypothesis testing of this research is as follow:

1. If the score of  $t_{count} > t_{table}$ , the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that there is significant difference in the vocabulary score of the students before they are taught using talking stick technique and after they are taught using talking stick technique.
2. If the score of  $t_{count} < t_{table}$ , the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected. It means that there is no significant difference in the vocabulary scores of the students before they are taught using talking stick technique and after they are taught using talking stick technique.

Based on the statistical analysis by using paired sample t-test on SPSS 22.00, the output of statistical calculation shows that the score of  $t_{count}$  is -4.134 with the df 9. The score of  $t_{table}$  for standard significant 5% (0.05) and df 9 is 2.262. Thus, the score of  $t_{count}$  is higher than table ( $>$ ) it can be clearly concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there is significant difference in the vocabulary score of the students on fifth grade by using talking stick technique towards students' vocabulary mastery. The talking

stick technique is effective and suggested to be used to teach vocabulary on the fifth grade students at MI Abun Naja Wonodadi.

#### **D. Discussion**

The objectives of the research are to find out the score of vocabulary(vocabulary mastery) of the students on fifth grade students MI Abun Naja Wonodadi in the academic year of 2016/ 2017 before and after being taught by using talking stick technique and to find out whether there is significant different scores of students in vocabulary before and after they are taught using talking stick technique.

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 is administering test. The researcher did some steps, there are administering pre-test, giving treatment, and administering post-test in four meeting in the class.

The researcher got the data from the score of pre-test and post-test. Then, the data analyzed by using paired sample t-test on SPSS 22.00. the output of paired sample statistic shown that the mean score of pre-test is 72. And the mean score of post-test is 89,5. It can be interpreted that the vocabulary mastery of the student had been improved after getting the treatment. On the output of paired sample test shown that the score of  $t_{count}$  is 4.134 with the df is 9, the score of level significance is 0.003 and the score of  $t_{table}$  for standard significant 5% (0.05) and df 9 is 2.262 . based on the data the researcher knows that  $t_{count}$  higher than  $t_{table}$ (4.134

> 2.262) means the null hypothesis ( $H_0$ ) was rejected, alternative hypothesis ( $H_a$ ) was accepted. And the level of significance less than 0.05 ( $0.03 < 0.05$ ) means the null hypothesis ( $H_0$ ) was rejected, alternative hypothesis ( $H_a$ ) was accepted. It can be concluded that there is any significant different scores of students in vocabulary before and after they are taught by using talking stick technique.

From the result of data analysis above, game can be used to teach in increasing vocabulary mastery of the students like talking stick technique. According to Laura Candler (2013:2) Talking Stick is a strategy that encourages all the students to participate equally in the learning. The student who gets the stick must answer the question from the teacher or follow the teacher's instruction. Talking Stick Strategy does not only train the students to speak up but also creates fun and active condition in the class.

This finding is related with the previous study that is using talking stick technique also effective to improve the vocabulary achievement. Rahayuningsih thesis entitled "Improving Students' Vocabulary Mastery through talking stick method for the Second Grade Students of SMPN 3 SALATIGA in the Academic Year of 2012 /2013". The present study was classroom action research. The focus of study is in improving vocabulary. The method of collecting data were used observation, interview, test instrument and field note. The populations

were eighth grade students of SMPN 3 Salatiga in the academic year of 2012/2013. Total numbers of students of the eighth grade are 249 students.

Besides the proof gotten from statistical calculation, during research the researcher could also see some of advantages of using talking stick technique, for the students learning. During the research, the students looked focus, interest, and easily understand the material about vocabulary because the researcher as a teacher uses talking stick technique as media teaching vocabulary. By using talking stick technique student enjoy and join with fun learning activities in the class. The talking stick method makes them confidence to speak English and there are feedback between teacher and students. so the score of the students after being taught by using talking stick technique was increase. This finding is in line theory from Hadfield(2001:6) states “ the idea of a game is probably easier for students to grasp from seeing the media than from a verbal explanation. The students understand the material easily if the teacher conveys the material by using a technique.

Besides the increasing of the students' score of vocabulary, the accuracy of students pronouncing can be increased. During the research, the students could mention some word in the talking stick technique. It makes the student know how to pronounce the word correctly. The students also can produce the new word and understand the meaning of the word. Besides, that the using talking stick can train the students' learning vocab, because after the students become the getting of talking stick

technique the students should mention the word from the paper if the students cannot mention the word, researcher showed how to mention the word correctly. The talking stick focus on memorize vocabulary correctly. Richard and Renandya (2002:270) states that given its effect on vocabulary knowledge fluency development skill largely an unexplored idea.

The other finding from this research was the students' motivation. During the research, the students were motivated in joining the class it can be seen from the students who were enthusiastic to apply by talking stick technique, the increasing motivation of the students can be increasing the vocabulary mastery from the students which was seen from the score of the students after being taught by using talking stick technique. This finding is appropriate with the theory from Suyanto (2010:17) explaining that the young learner prefers studying by using game or technique because it makes the students motivated to study English ,

While Deesri (2002) state that technique are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. In addition according to Saricoban and Metin (2000) play and competition that are provided by technique enhance the motivation of the students. It means that from the technique the students has high motivation to follow the teaching and learning process and it makes the students success in mastering lesson from the teacher.



Based on the explanation above, teaching english word by using talking stick technique in increasing vocabulary mastery on elementary student. From the result of data analysis , there is any significant different scores of the students in vocabulary before and after they are taught by using talking stick technique. It can be concluded that the use of talking stick technique is effective towards vocabulary mastery of the fifth grade students at MI Abun Naja Wonodadi Blitar in the academic year of 2016/2017.