

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describe about finding, normality and homogeneity testing, hyphotesis testing and discussion.

A. Finding

In this research, the researcher used pre-experimental research about the effectiveness of using English video conversation towards the seventh grade student's vocabulary mastery at SMPN 1 Sumbergempol Tulungagung. In this research, the researcher wants to know the effectiveness of using English Video Conversation towards student's vocabulary mastery. The effectiveness can be seen from the any significant difference score of student's vocabulary mastery before and after using English video conversation. The presentation of data were answers based on the formulated of research problem in chapter 1. There are: a) The student's vocabulary mastery before being taught by using English video conversation. b) The student's vocabulary mastery after being taught by using English video conversation. c) The significant difference of student's vocabulary mastery before and after being taught by using English Video Conversation.

The data were collected through administering test. The test is divided into two sections: the pre-test and post-test. They consist of each 25 numbers of vocabulary test and the type of test is multiple choices. The

researcher involved in class G consisted of 31 students, there are 17 male and 14 female students as sample in this research.

The first test was pre-test done before being the treatment to the students. The purpose was to know the students' vocabulary mastery before students got the treatment. After the researcher got scores from pre-test, the researcher gave treatment to the students by using English video conversation. During the treatment, the students enjoyed learning and the researcher asked the students to watch and pay attention on the video. When treatment was finished, the researcher administered post-test to know the students' vocabulary mastery after being taught by using English video conversation.

To describe the data, the researcher showed the criteria of score of the students' test result, mean of the result, and percentage of the test. To know the student' mastery whether it was good or not, the researcher gave the criteria as follows:

Table 4.1 Table of Criteria students' score

No.	Grade	Qualification	Range Score
1.	A	Excellent	91 – 100
2.	B	Good	81 – 90
3.	C	Average	71 – 80
4.	D	Poor	61 – 70
5.	E	Very poor	0 – 60

1. The student's vocabulary mastery before being taught by using English video conversation.

This section presents the students' vocabulary mastery before being taught by using English video conversation. In this presentation, the researcher presented and analyzed the collected data through pre-test which are administered to 31 students on Friday, 6th April 2018. The researcher allocates 60 minutes for conducting pre-test. The pre-test the students must answer 25 items form multiple choices. This test was intended to know the students' vocabulary mastery before students got treatment. The student's vocabulary mastery in pre-test was presented in appendix 7.

To make the data set meaningful, the researcher organized the frequency and the percentage of score in pre-test by using SPSS 16.0 version. The result can be seen on the table below:

Table 4.2 Descriptive statistic of pre-test

Statistics

Pre-test

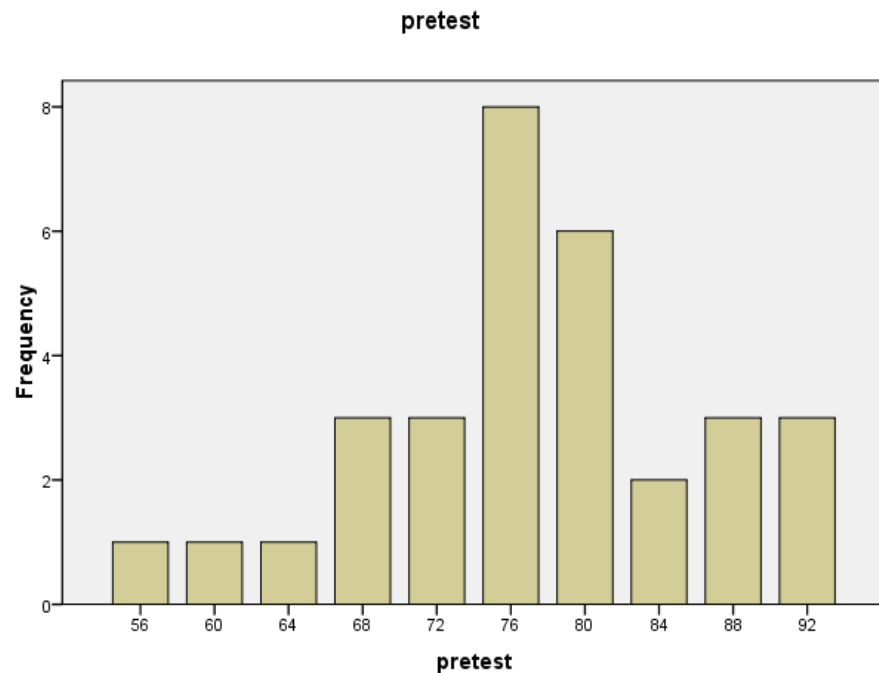
N	Valid	31
	Missing	0
Mean		77.29
Median		76.00
Mode		76

Based on the table 4.2 above, it can be seen there are 31 students score before being taught by using English video conversation. It shown that mean score 77.29, it means that the average of 31 students are got 77.29 scores. Based on criteria success of students' score 77.29 are average score. The median score is 76.00 and the mode is 76. The mode is simply that value which had the highest frequency. It means that the most frequent score is 76 that indicated many students got average score. The results of frequency pre-test were presented below:

Table 4.3 The Frequency of Pre-test

Pre test				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 56	1	3.2	3.2	3.2
60	1	3.2	3.2	6.5
64	1	3.2	3.2	9.7
68	3	9.7	9.7	19.4
72	3	9.7	9.7	29.0
76	8	25.8	25.8	54.8
80	6	19.4	19.4	74.2
84	2	6.5	6.5	80.6
88	3	9.7	9.7	90.3
92	3	9.7	9.7	100.0
Total	31	100.0	100.0	

The researcher also gave elaborate bar charts to make the data clear. The bar charts of the results of pre-test score were presented below:



Based on the frequency and the bar charts above showed that score minimum was 56 and score maximum was 92 score. From 31 students, there are 2 students got very poor score, there are 1 student got 56 Score (3,2%), and 1 student got 60 score (3,2%). There are 4 students got poor score, there are 1 student got 64 score (3,2%), and 3 students got 68 score (9,7%). Then, there are 17 students got average score, there are 3 students got 72 score (9,7%), 8 students got 76 score (25,8%). and 6 students got 80 score (19,4%). Then, there are 5 students got good score, there are 2 students got 84 score (6,5%), and 3 students got 88 score (9,7%). The last, there were 3 students got excellent scores, there are 3 students got 92 score (9,7%), they have excellent in vocabulary mastery.

2. The student's vocabulary mastery after being taught by using English video conversation.

After being given a treatment by using English video conversation, the students were given a post test on Friday, 2nd May 2018. The researcher allocated 60 minutes for conducting post-test. The test was different from the pretest but both of them had the same level of difficulties. The kind was multiple-choice consisted 25 items. The numbers of students who took the Post-test were 31 students. This test was intended to know the students' vocabulary mastery after students got treatment. The students' vocabulary mastery in post-test was presented in appendix 10.

To make the data set meaningful, the researcher organized the frequency and the percentage of score in post-test by using SPSS 16.0 version. The result can be seen on the table below:

Table 4.4 Descriptive statistic of post-test

Statistics

Post-test

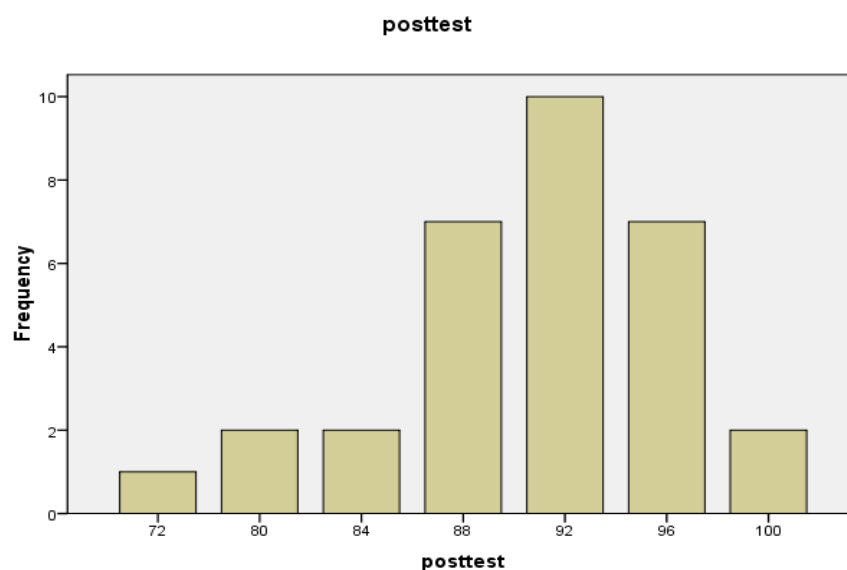
N	Valid	31
	Missing	0
Mean		90.58
Median		92.00
Mode		92

Based on the table 4.4 above, it can be seen there are 31 students score after being taught by using English video conversation. It shown that mean score 90.58, it means that the average of 31 students are got 90.58 scores. Based on criteria success of students' score 90.58 are good score. The median score is 92.00 and the mode is 92. The mode is simply that value which had the highest frequency. It means that the most frequent score is 92 that indicated many students got excellent score. The results of frequency post-test were presented below:

Table 4.5 The Frequency of Post-test

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	3.2	3.2	3.2
	80	2	6.5	6.5	9.7
	84	2	6.5	6.5	16.1
	88	7	22.6	22.6	38.7
	92	10	32.3	32.3	71.0
	96	7	22.6	22.6	93.5
	100	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

The researcher also gave elaborate bar charts to make the data clear. The bar charts of the results of post-test score were presented below:



Based on the frequency and the bar charts above showed that score minimum was 72 and score maximum was 100 score. From 31 students, there are 3 students got average score, there are 1 student got 72 score (3,2%), and 2 student got 80 score (6,5%). Then, there are 9 students got good score, there are 2 students got 84 score (6,5%), and 7 students got 88 score (22,6%). The last, there are 19 students got excellent score, there are 10 students got 92 score (32,3%), 7 students got 96 score (22,6%). and 2 students got 100 score (6,5%), they have excellent in vocabulary mastery.

So, there are differences score between before and after being taught by using English video conversation. The data presents that the score after being taught by using English video conversation is better and bigger than before being taught by using English video conversation.

B. Normality and Homogeneity Testing

1. The Result of Normality Testing

In testing the hypotheses, the data is in normal distribution if H_0 is accepted. In this case, H_a was rejected if significance value is lower than 0.05 ($\alpha = 5\%$) while H_0 was accepted if the significance value is higher than 0.05. The analysis is as follow:

Table 4.6 Normality Using *One Sample Kolmogorov Smirnov* Test

One-Sample Kolmogorov-Smirnov Test			
		Pre test	Post test
N		31	31
Normal Parameters ^a	Mean	77.29	90.58
	Std. Deviation	8.967	6.071
Most Extreme Differences	Absolute	.152	.205
	Positive	.123	.121
	Negative	-.152	-.205
Kolmogorov-Smirnov Z		.849	1.143
Asymp. Sig. (2-tailed)		.467	.146
a. Test distribution is Normal.			

Based on the result from SPSS above, it was known that the significance value of pre-test was 0.467 and the post-test was 0.146. Both value from pre-test and post-test were bigger than 0.05. The significance value on pre-test was 0.467 and it was bigger than 0.05 ($0.467 > 0.05$). It meant that H_0 was accepted and H_a was rejected and the data was in normal distribution. Then, for post-test score the value

of significance was 0.146 and that was bigger than 0.05 ($0.146 > 0.05$). It also meant that H_0 was accepted and H_a was rejected and the data was in normal distribution. So, it can be interpreted that both of data (pre-test and post-test score) were in normal distribution.

2. The Result of Homogeneity Testing

Homogeneity test intended to show two or more group of data sample come from population having the same variance. Homogeneity testing is conducted to know whether gotten data has a homogeneous variance or not. To know the homogeneity, the researcher used Test of Homogeneity of Variances on SPSS 16.0 for version by the value of significance 0.05. The result can be seen below:

Table 4.7 Homogeneity Testing

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
3.333	1	60	.073

Based on the table above is known that the sig. value is 0.073 higher than 0.05. It means that H_0 was accepted and H_a was rejected. So, it can be interpreted that the data is homogeny.

C. Hypothesis Testing

The hypothesis testing of this study is a follow:

1. If the Sig. (significant) $< 0,05$ then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means there is any significant different of students' vocabulary mastery before and after being taught by using English video conversation.
2. If the Sig. (significant) $> 0,05$ then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means that there is no any significant different score of students' vocabulary mastery before and after being taught by using English video conversation.

Then, to get significant difference between pre-test and post-test score, the researcher analysis the data using SPSS 16.0 version and the result show in the following table:

Table 4.8 Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	77.29	31	8.967	1.611
	Post test	90.58	31	6.071	1.090

Based on the table 4.8, the output of Paired Samples Statistics as descriptive statistic showed that the mean score of pre-test was 77.29 and the mean score of post-test was 90.58. The number of sample both pre-test and post-test was 31. The standard deviation of pre-test was 8.967 and the standard deviation of post-test was 6.071. The standard error mean of pre-test was 1.611 and the standard error mean of post-

test was 1.090. It can be concluded that the mean or average score of the students in pre-test and post-test was difference, the mean score of pre-test was less than the mean of post-test ($77.29 < 90.58$). It indicates the use English video conversation technique has caused the increase score of student's vocabulary mastery and improved is better than without using English video conversation.

Table 4.9 showed the result of the correlation and sample. The result show in the following table:

Table 4.9 The Paired Samples Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test & post-test	31	.603	.000

Based on the table above, output Paired Sample Correlation showed the large correlation between samples, where can be seen numeral both correlation was (0.603) and numeral of significance (0.000).

Table 4.10 showed the result of calculation of Paired Sample Test as follow:

Table 4.10 Paired Sample Test**Paired Samples Test**

		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	-13.290	7.184	1.290	-15.926	-10.655	-10.300	30	.000

The table clearly showed that mean of the score was -13.290. Meanwhile the standard deviation was 7.184. The standard error mean was 1.290. 95% confidence interval of the difference lower was -15.926 and upper was -10.655, the t-count is -10.300, while df was 30 and the significance (2-tailed) was 0.000. Based on the (Balnaves & Calputi, 2001), to reject null hypothesis the significance less than 0.05. As table 4.10 showed the sig was less than 0.05 ($0.000 < 0.005$). Thus, there was enough evidence indicating that the null hypothesis could be rejected and it could be conclude that there was any significant difference on student's vocabulary mastery before and after being taught by using English Video Conversation

D. Discussion

Based on the researcher method, the teaching learning proses was divided into three steps. The first step is giving pre-test for the students to know the

students' vocabulary mastery score before being taught by using English video conversation. The second is treatment for the students. The treatment is applying English video conversation in teaching vocabulary. The researcher tries to give the students fun teaching and learning process. The researcher asked the students to watch and pay attention on the video. The last part of the activity, the researcher given post-test for the students to know the students' vocabulary mastery score after being taught by using English video conversation.

From the research finding, the researcher used SPSS version 16 to analysis the data. The mean of pre-test was 77.29, while the mean of post-test was 90.58. It shows that the students' vocabulary mastery score after being taught by using English video conversation was better and bigger than the students' vocabulary mastery score before being taught by using English video conversation. Furthermore, the result of Paired Samples Test shows that the sig. (2 tailed) was 0.000. It means that the significant level was less than 0.05 ($0.000 < 0.05$). Thus, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Therefore, there was any significant different of students' vocabulary mastery before and after being taught by using English video conversation. Thus, it could be concluded that the using English video conversation towards the seventh grade student's vocabulary mastery at SMPN 1 Sumbergempol Tulungagung is effective.

This finding is related with the previous study that was using video to teaching vocabulary. The first research was conducted by Naning Puji Rahayu (2014). She taught by using English subtitled video of teaching

students' vocabulary achievement of the first grade students at MTs AL Huda Bandung by conducted pre experimental research design with quantitative approach. The result of her research is the students' vocabulary achievement can be improved vocabulary by using English subtitle video. Finally, it can be concluded that the English subtitled video is effective used in teaching especially for senior high school level. The second research was conducted by Resti Pangestuti (2014). She conducted the research in second grade students of SMP Islam Gondangand. In this research she used pre experimental research design with quantitative approach. The result of her research shows that Cartoon video can successfully improve students' vocabulary mastery because be using Cartoon video the student interested and understand in English well.

In this situation, the result of post-test showed that English video conversation was effective toward in teaching and learning vocabulary mastery. According to Arsyad (2009:49) video can visualize the object movement with natural or appropriate sound. It visualize live picture and also include sound make video as the interesting media. According to Harmer (2001:283) as quoted by Permatasari (2013:2), "Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion". The great value of video lies in its combination of sounds, images, and sometimes text in the form of subtitle. Based on the theory, According to Clark in Heritage (1999:2744), Conversations is social creations. They are produced one step at a time as people carry out certain joint activities. A joint activity is

one in which two or more people have to coordinate with each other to succeed. English Video conversation is one kind of audio visual media, audio visual media has more benefits than others, such as to overcome the limitation of place and time, to overcome the limitation of people sense, to attract students' attention, and develop students' knowledge.

From this theory above, the researcher can conclude that the use of English video conversation in teaching process make the students more to motivate in learn vocabulary and also can make the atmosphere of teaching and learning more interesting. They feel something new and different from what they usually got before. The students are also can understand some vocabulary easy in way because they can watch the picture and listen the conversation in video, it makes students can learn about language style, culture, and also the native speaker's expression. So they can improve their English vocabulary more easily. Video can be as a good media to teach, especially in vocabulary teaching. Video as media has many advantages in the teaching and learning process. It is also very appropriate with the result of the research that English video conversation is effective to teach English vocabulary, since English video conversation can make the students' more interest in learning vocabulary.

Based on the result above imply that the use of English video conversation in vocabulary gives positive effect to students' vocabulary mastery. It has been verified by the result of data analysis that there is any significant different of students' vocabulary mastery before and after being taught by using English video conversation. Thus, it can be concluded that

the use of English video conversation is effective to the seventh grade student's vocabulary mastery at SMPN 1 Sumbergempol Tulungagung.