

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focused on presenting the result of data analysis. There are three main topics will be discussed in this chapter covering description of data, hypothesis, and discussion.

A. The Description of Data

In this chapter, the purpose of the research is to know the effectiveness of using nursery rhyme video toward students vocabulary mastery of first grade Mts Darul Falah Bendiljati Sumbergempol in academic Year 2017/2018. The researcher involves a VIII-A class that consists of 32 students. To collecting the data the reseacher using test. The test consists of 20 questions. The types of test are 10 items for multiple choice and 10 items for match the word with picture and suitable meaning.

The students were given pre-test before giving treatment. After the researcher getting the result of students pre-test, the researcher gave treatment for the students by teaching them using nursery rhyme video. When teaching learning process was nursery rhyme video, the students felt happy and enjoyed in the learning process. Then, the treatments were done, the researcher gave a post test to all students. After give treatment, this post test used to know the students' vocabulary mastery after taught by using nursery rhyme video. The collected data were described in the form of table that includes the pre-test and post-test score.

1. Description of Proficiency of Students before being Taught by Using Nursery Rhyme Video.

In this part the researcher present the students vocabulary mastery before being taught by using nursery rhyme video. In this presentation, the researcher presented and analyzed the collecting data through pre test which are administering to 32 students. The descriptions were presented in the following table:

Table 4.1. The Students' Score before being Taught by Using Nursery Rhyme Video.

Pretest was administered on 28, April 2018. The result before being taught by using Nursery Rhyme video as follow:

No.	Name	Pre-test
1	ASA	11
2	ANA	16
3	ADS	16
4	ALZ	14
5	AFZ	9
6	DSA	11
7	DFU	11
8	ENDW	16
9	FNA	13
10	KMH	10
11	MWAR	17
12	MGBS	16
13	MFAA	12
14	MKAS	14
15	MNHP	17
16	MNF	10
17	MSH	15
18	MFM	12
19	MR	10
20	MCFS	14
21	MDKF	10
22	MFF	13

23	MLH	11
24	MWZR	11
25	NN	8
26	NA	14
27	QU	9
28	RS	11
29	SNN	9
30	NIPP	11
31	MAM	12
32	MBAN	10
		$\Sigma x = 393$

The table 4.1 shows that from 32 students there are 21 students got score under 70 (passing score/KKM) and 11 students got score more than 70. It can be concluded that 21 students did not pass the pretest. From the table above, the mean of students' score can be found by applying the following formula:

$$MD X = \frac{\Sigma x}{n} = \frac{393}{32} = 12,2$$

2. Description of Proficiency of Students After being Taught by Using Nursery Rhyme Video

In this section, the researcher presented the students' vocabulary mastery after being taught by using Nursery Rhyme Video. The descriptions were presented in the following table.

Table 4.2. The Students' Score after being Taught by Using Nursery Rhyme Video

Post-test was administered on 05, May 2018. The result after being taught by using Nursery Rhyme Video as follow:

No.	Name	Post-test
1	ASA	17
2	ANA	18

3	ADS	17
4	ALZ	17
5	AFZ	14
6	DSA	18
7	DFU	16
8	ENDW	20
9	FNA	17
10	KMH	18
11	MWAR	15
12	MGBS	17
13	MFAA	16
14	MKAS	16
15	MNHP	17
16	MNF	14
17	MSH	14
18	MFM	14
19	MR	16
20	MCFS	19
21	MDKF	18
22	MFF	15
23	MLH	17
24	MWZR	16
25	NN	18
26	NA	16
27	QU	16
28	RS	15
29	SNN	19
30	NIPP	15
31	MAM	18
32	MBAN	16
		$\Sigma x = 530$

The table 4.2 showed difference competence before and after they get treatment. The table showed all of the students' result achievement score above 70. From the table above, the mean of students' score can be found by applying the following formula:

$$MD Y = \frac{\Sigma x}{n} = \frac{525}{32} = 16,4$$

B. Data Analysis

The researcher provides the table about the list of pretest and posttest total score to make easy in identifying mean and T-test. The table is as follow:

Table 4.3. The list of Student's Improvement Before and After being Taught by Using Nursery Rhyme Video.

No	Name	Pre-test (x)	Post-test (y)	D (y-x)	D (y-x) ²
1	ASA	11	17	6	36
2	ANA	16	18	2	4
3	ADS	16	17	1	1
4	ALZ	14	17	3	9
5	AFZ	9	14	5	25
6	DSA	11	18	7	49
7	DFU	11	16	5	25
8	ENDW	16	20	4	16
9	FNA	13	17	4	16
10	KMH	10	18	8	64
11	MWAR	17	15	2	4
12	MGBS	16	17	1	1
13	MFAA	12	16	4	16
14	MKAS	14	16	2	4
15	MNHP	17	18	1	1
16	MNF	10	14	4	16
17	MSH	15	14	1	1
18	MFM	12	14	2	4
19	MR	10	16	6	36
20	MCFS	14	19	5	25
21	MDKF	10	18	8	64
22	MFF	13	15	2	4
23	MLH	11	17	6	36

24	MWZR	11	16	5	25
25	NN	8	18	10	100
26	NA	14	16	2	4
27	QU	9	16	7	49
28	RS	11	15	4	16
29	SNN	9	19	10	100
30	NIPP	11	15	4	16
31	MAM	12	18	6	36
32	MBAN	10	16	6	36
		$\Sigma x = 393$	$\Sigma x = 525$	$\Sigma D = 143$	$\Sigma^2 = 1678$

From the table above, the mean of students' score can be found by applying the following formula:

$$MD = \frac{\Sigma x}{n} = \frac{143}{32} = 4,46$$

a. Identify T-score

Meanwhile, to find the T-score, based on the presented data, the computation is done by using SPSS:

Table 4.4 Finding the T- Table by Using SPSS

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	61.41	32	12.966	2.292
postest	82.81	32	7.925	1.401

	N	Correlation	Sig.
Pair 1 pretest & postest	32	.133	.468

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	-21.406	14.269	2.522	-26.551	-16.262	-8.486	31	.000

b. Degree of freedom

$$F = N - 1$$

$$= 32 - 1 = 31$$

C. Hypothesis Testing

From the result of computation above, the degree of freedom is 31 and the computation above shows that the result of T-test is 8,486. To compare whether it is significant or not, the researcher uses T-table. It can be seen that “t” with significant level 5% and degree of freedom 31 is 1,696, meanwhile the T-score is 8,486. If the T-score is bigger than T-table (5%) the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is different score on the students’ vocabulary mastery before and after being taught by using Nursery Rhyme Video.

If the T-score is smaller than T-table (5%), the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means that there is no significant influence of using Nursery Rhyme Video for increase students’ vocabulary mastery of eight grade in MTs Darul Falah Bendiljati Sumbergempol. It also means that there is no different score to the students before and after taught

by using Nursery Rhyme Video. So, the Nursery Rhyme Video is rejected and not effective for teaching vocabulary.

D. Discussion

The objective of this study is to know the effectiveness of using nursery rhyme video to increase students' vocabulary mastery of eight grade in MTs Darul Falah Bendiljati Sumbergempol. 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 pretest was done at the first meeting of this research. It was done before a treatment at process that was teaching vocabulary by using nursery rhyme video 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 VIII-A class consisted of 32 students. The pretest contained 20 questions. The result showed that the mean of pretest is 12,2.

The second were given treatment to the students. The treatment here was teaching vocabulary by nursery rhyme video. The last the posttest 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 the difference in the students' vocabulary mastery before and after given by treatment. The posttest was given to the VIII-A class consisted of 32 students. The posttest contained 20 questions. The result showed that the mean of posttest is

16,4. 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.

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 by using Nursery Rhyme Video is 12,2. The students score in vocabulary mastery after being taught by using Nursery Rhyme Video is 16,4 , and to know what different was significant or not, the researcher used *t* distribution. If $t_{count} > t_{table}$ ($8,486 > 1,696$). So, null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted. It means that Nursery Rhyme Video for teaching vocabulary is effective and the students get good achievement.

Nursery Rhyme is the media that can help the students memorized the new vocabulary and made their pronunciation are better. Nursery rhyme can be selected to suit the needs and interests of students. A variety of new vocabulary can be introduced as well as cultural aspects and even different types of English accents. Harper (2011) proved that the knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to individual phonemes and rhyme, and stimulates phonemic skill development. Nursery rhymes can be effective in teaching the intonation patterns of language and new words and concepts. The rhymes help convey the characteristic speech rhythms of language (Danielson, 2000).

Slattery and Willis (2001:45) state that the songs or rhymes chosen by the teacher should:

- (1) Suit the pupils' age group and their interest.
- (2) Match their level of English.
- (3) Have a catchy, easy to remember melody.

By giving fun experience it will attract and motivated them to know more about the new language they learn. By use Nursery Rhyme Video 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 Nursery Rhyme Video in teaching and learning process gives positive effect on the 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 explain in above the media effective to give the students in the classroom.