

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter present presentation of data which also explain with the measurement of validity and reliability, analysis of the data, and testing hypothesis.

#### A. Presentation of Data

In this research, the researcher used two instruments, namely test and documentation. To know where better vocabulary mastery between students using fairy tale and they is use English songs, the researcher needs the students' score on vocabulary by using test, and the researcher got the data as follow:

##### 1. The Result of the Data Test

Table 1

Pre-test score of students who used fairy tale

No	Items										Score
	1	2	3	4	5	6	7	8	9	10	
1	1	1	1	1	1	1	1	1	0	0	8
2	1	1	1	1	1	1	1	1	1	0	9
3	1	1	1	0	1	0	1	1	1	1	8
4	0	0	0	1	1	1	1	0	0	0	4
5	0	1	0	0	0	1	0	0	0	0	2

6	1	1	1	0	1	1	1	1	1	1	1	9
7	1	1	0	1	0	0	1	0	0	0	0	4
8	1	1	1	0	1	1	1	1	1	1	0	8
9	0	0	1	1	0	1	1	0	0	0	0	4
10	0	1	1	0	1	1	0	0	0	0	0	4
11	0	1	0	1	1	1	0	1	0	0	0	5
12	0	1	1	1	1	1	0	1	1	1	0	7
13	1	1	1	1	1	1	1	1	1	1	1	10
14	0	1	0	0	0	0	1	0	0	0	1	3
15	0	1	0	1	1	0	0	0	0	0	0	3
16	1	1	1	1	1	1	1	1	1	1	1	10
17	0	1	0	0	0	0	1	0	0	0	1	3
18	0	1	0	1	1	0	0	0	0	0	0	3

Table 2

Post-test score of students who used Fairy tale

No	Items										Score	
	1	2	3	4	5	6	7	8	9	10		
1	1	1	1	1	1	1	1	1	0	0	8	80
2	1	1	1	1	1	1	1	0	1	0	8	80
3	1	1	1	1	1	1	1	1	1	1	10	100
4	0	0	0	1	1	1	1	0	1	1	6	60
5	0	1	0	0	0	1	1	1	1	1	6	60

6	1	1	1	1	1	1	1	1	1	1	10	100
7	1	1	1	1	1	1	1	1	0	1	9	90
8	1	1	1	1	1	1	1	1	1	0	9	90
9	0	0	1	1	1	1	0	0	0	0	4	40
10	0	1	1	1	1	1	1	1	0	1	8	80
11	0	1	1	1	1	1	1	1	1	1	9	90
12	0	1	1	1	1	1	0	1	0	0	6	60
13	1	1	1	1	1	1	1	1	1	1	10	100
14	0	1	0	1	1	1	1	1	1	1	8	80
15	0	1	0	1	0	0	0	0	0	0	2	20
16	1	0	1	1	1	1	0	0	0	0	5	50
17	1	1	1	1	1	1	1	1	0	0	8	80
18	0	1	0	0	0	1	1	1	1	1	6	60

Table 3

Pre-test score of Students who used English Songs

No	Items	Score
----	-------	-------

	1	2	3	4	5	6	7	8	9	10	
1	1	1	1	1	1	1	1	1	0	0	8
2	1	1	1	1	1	1	1	1	1	1	10
3	1	1	1	0	1	0	1	1	1	1	8
4	0	0	0	1	1	1	1	0	0	0	4
5	0	1	0	0	0	1	0	0	0	0	2
6	1	1	1	0	1	1	1	0	1	0	7
7	1	1	0	1	0	0	1	0	0	0	4
8	1	1	1	0	1	1	1	1	1	0	8
9	0	0	1	1	0	1	0	0	0	0	3
10	1	1	1	0	1	1	0	0	0	0	5
11	0	1	0	1	1	1	1	1	0	0	6
12	1	0	1	1	1	1	0	0	1	0	6
13	1	1	0	1	1	1	1	1	0	0	7
14	0	0	0	0	0	0	1	0	0	1	2
15	0	1	0	1	1	0	0	0	0	0	3
16	1	1	1	1	1	1	1	1	1	1	10
17	1	0	0	0	0	0	1	0	0	1	3
18	0	1	0	1	1	0	0	0	0	0	3

Table 4

Post-test score of students who used English songs

No	Items										Score
	1	2	3	4	5	6	7	8	9	10	



**a. Reliability of the Test**

In checking reliability of the instrument of this research, the researcher uses SPSS application for calculating the result of the test with Cronbach alpha as a model. The result as below:

**Reliability Statistics**

Cronbach's Alpha	N of Items
.732	11

From the analysis above, it is known that the reliability from the instrument is 0,732. The score will be compared with  $r_{table}$  of significance where N is 18 and level of significance is 5%. The value on the  $r_{table}$  is 0,6. Because r value is higher than r table ( $0,732 > 0,6$ ), so the test is reliable.

**b. Validity of the Test**

Validity is the most important consideration in developing, measuring, and evaluating instrument used a test. To check the validity of the test, the first step that the researcher do is identifying the test that the researcher used. The researcher identifies whether the test is appropriate to the students or not. The test is used in this research based on the material in handbook of vocabulary subject. Therefore, the researcher can make the test easily.

The next step is looking for the evidence of validity. The researcher used content validity gain the validity of the instrument. As stated by Donald Ary that the content validity like to look at the material covered the wording of the question and the adequacy of the

sample of items to measure the achievement in question.<sup>1</sup> The researcher makes the test suited for the material given in this semester. So, the test that the researcher gave to the students is valid.

## 2. The Result of Documentation

As a researcher stated in previous chapter that documentation is collecting data concerning variable from document, transcript, picture, book, newspaper, magazine, agenda, and others. They are:

- a. Students' name list;
- b. Reliability of pre-test and post-test;
- c. Score of pre-test and post-test;
- d. Students' worksheet of pre-test and post-test.

## 3. Data Analysis

After measuring the reliability and validity of the instrument, the researcher needs to analyse the scores to statistical form, The scores are presented in the table below:

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	36	.240	.159

---

<sup>1</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, eighth (Wadsworth Cengage Learning, 2010), 226.

From the table, it is known that the value of significance paired samples correlations is 0,240.

## B. Hypothesis Testing

Hypothesis testing is a test that urgent in quantitative research. In chapter III the researcher write if  $t_0$  has same or higher value than  $t_t$ , it means that  $H_0$  is rejected and  $H_a$  is accepted. In contrast, if  $t_0$  less than  $t_t$ , it means that  $H_0$  is accepted and  $H_a$  is rejected. The researcher uses alpha significance level 5% as it is commonly used in educational research. Then to prove alternative hypothesis is accepted or rejected, the researcher consults  $t_0$  of this research to t-table. Before consulting t-value to t-table, the researcher must find the sum of degree of freedom (df) of this research. The formula is:

$$\begin{aligned}df &= N-1 \\ &= 18-1 \\ &= 17\end{aligned}$$

N	The Level of Significance	
	17	5%
	0,456	0,575

After consulting the t-value to t-table, it can be known that t-value is less than t-table in significance of 5% ( $t_0 < t_t$  or  $0,240 < 0,456$ ). So, alternative hypothesis which is used by the researcher in this research is rejected while null hypothesis is accepted.

## C. Discussion



This research aims to find out one research problem, namely do students taught English vocabulary using fairytale have better vocabulary than using English song at SMA Maarif 1 Pamekasan. The most important information that should be proposed in this discussion is answering the problem of the study. Based on finding of the research, the result shows that the students who used fairy tale have no better English vocabulary than the students who used English songs which means the null hypothesis is confirmed. It can be proven by the result of statistical analysis used by the researcher in conducting the research.

The result of data analysis shows that t-value is lower than t-table. The value is 0,240, while t-table is 0,456 (level of significance 5%  $df=17$ ); ( $0,240 < 0,456$ ). By looking at the difference, it shows that the students who used fairy tale have no better English vocabulary than the students who used English songs at SMA Maarif 1 Pamekasan.