# CHAPTER IV

## FINDINGS AND DISCUSSION

This chapter present the statistical result based on the instrument that was used by the researcher in conducting the research, includes presentation of data, hypothesis testing, and discussion.

### A. Presentation of Data

1. Presentation of Data

In this research, the researcher used two instrument to collect the data, namely test and document.

a. The result of pre-test and post-test

Based on the last chapter, the researcher used test in collecting data. The test was given to the 7th grade students of D class at MTs Miftahul-Qulub. The pre-test was given to the students before treament. This pre-test contains 10 multiple choice questions which if the answer is correct the score is 10 and if the answer is wrong the score is 0. So, when the students answer perfectly, they will get 100 point.

The result of pre-test show that students' vocabulary is quite good even though they sometimes find it difficult to interpret the words in a context, they translate the words by looking them up in the dictionary. After getting the students' pre-test results, the researcher gave treatment to the students by teaching them using word wall media.

During the teaching and learning process, the students felt happy, enjoy, and very enthusiastic listening to the explanation, and the teaching learning process went very well. Then, after the treatment was completed, the researcher gave a post-test to the students. This post-test used to measure students vocabulary mastery after taught by using word wall media.

The researcher wanted to know how far students' vocabulary understanding about the use of some vocabulary in a context and remembering about some new vocabulary that they know when the treatment process is done.

The researcher gave the pre-test to the students on Thursday, 27 May 2021 at 9.30, there were 24 students of the class who was being conducted the pre-test, the result of the pre-test is on the list of the table.

Table 1

The score of pre-test

| No | Name | Score |
|-----|------|-------|
| 1. | Alghania Bararah | 100 |
| 2. | Alifatur Risqiyanti | 60 |
| 3. | Dinah Zakiyatul Fajar | 90 |
| 4. | Dewi Astutik | 60 |
| 5. | Elly Dahliatul Islamiyah | 50 |
| 6. | Herni Aristiana | 70 |
| 7. | Homisatul Aulia | 90 |
| 8. | Innasa Fahiratun | 40 |
| 9. | Istianul Mubayyanah | 100 |
| 10. | Jannatul Musyarrofah | 60 |
| 11. | Mirna Ayu Sholeha | 70 |
| 12. | Mufidatul Musyarofa | 40 |
| 13. | Nihlatul Karomah | 40 |
| 14. | Nurul Azizah | 60 |
| 15. | Novem Sakiyatullaili | 80 |

| 16. | Rifqotul Hasanah | 100 |
|---|---|---|
| 17. | Shintya Aisyah Rahmawati | 60 |
| 18. | Sittiani | 90 |
| 19. | Sitti Nailatul Fitriatil Hasanah | 70 |
| 20. | Suci Anggraeni Febriyanti | 50 |
| 21. | Syarifatun Nisa | 50 |
| 22. | Usriatul Mukarromah | 90 |
| 23. | Yuliana Nur Anita Sari | 50 |
| 24. | Zulfa Izzati Khairanie | 100 |
| **Total Score** | | **1670** |

From the table above, there were four students get the highest score, the higher score is 100, and three students get the lowest score, the lowest score is 40. Total score of the pre-test is 1670, to calculate mean of the pre-test, the researcher used the following formula[1]:

$$M_X = \frac{\sum \times}{N}$$

With describtion:

$M_X$ : mean
$\sum X$ : total score
$N$ : number of case

$$M_X = \frac{\sum \times}{N}$$

$$= \frac{1670}{24}$$

$$= 69,58$$

Table 2

**The Mean Score of students' Pre-test**

| | N | Total Score | Mean |
|---|---|---|---|
| Pre-test | 24 | 1670 | 69,59 |

[1]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2014), 81.

Then, the researcher gave treatment on Saturday, 29 May 2021 at 09.00. The researcher explained some vocabulary using word wall media that includes pictures related to the vocabulary to make it easier for students to understand it. This treatment is in accordance with students' learning materials and accordance with their lesson plan which are known and approved by their English teacher.

After that the researcher gave them post-test that consist of 10 questions with multiple choice. This post-test have same level of difficulty as pre-test, as well as the way of assessment. If the answer is correct the score is 10 and if the answer is wrong the score is 0, and if the students can answer perfectly, they will get 100 point. The result of post-test is on the list of table.

Table 3

The score of post-test

| No | Name | Score |
|----|------|-------|
| 1. | Alghania Bararah | 100 |
| 2. | Alifatur Risqiyanti | 80 |
| 3. | Dinah Zakiyatul Fajar | 100 |
| 4. | Dewi Astutik | 70 |
| 5. | Elly Dahliatul Islamiyah | 80 |
| 6. | Herni Aristiana | 90 |
| 7. | Homisatul Aulia | 100 |
| 8. | Innasa Fahiratun | 90 |
| 9. | Istianul Mubayyanah | 100 |
| 10. | Jannatul Musyarrofah | 80 |
| 11. | Mirna Ayu Sholeha | 70 |
| 12. | Mufidatul Musyarofa | 50 |
| 13. | Nihlatul Karomah | 60 |
| 14. | Nurul Azizah | 70 |
| 15. | Novem Sakiyatullaili | 90 |
| 16. | Rifqotul Hasanah | 100 |
| 17. | Shintya Aisyah Rahmawati | 90 |

| 18. | Sittiani | 90 |
|---|---|---|
| 119. | Sitti Nailatul Fitriatil Hasanah | 90 |
| 220. | Suci Anggraeni Febriyanti | 70 |
| 21. | Syarifatun Nisa | 80 |
| 22. | Usriatul Mukarromah | 100 |
| 23. | Yuliana Nur Anita Sari | 90 |
| 24. | Zulfa Izzati Khairanie | 100 |
| **Total Score** | | **2040** |

From the table above, there were seven students get 100 (the highest score) and just one student get 50 (the lowest score), the total score is 2040, to calculate the mean of post-test, the researcher used the same formula as pre-test, as:

$$M_X = \frac{\sum \times}{N}$$
$$= \frac{2040}{24}$$
$$= 85$$

Table 4

**The Mean Score of students' Post-test**

|  | N | Total Score | Mean |
|---|---|---|---|
| Post-test | 24 | 2040 | 85 |

Based on the results of pre-test and post-test score is known the mean of post-test is higher than pre-test. The mean of pre-test is 69,59 and the mean of post-test is 85, and the difference both of tests is 15,41 points. In the pre-test there were 4 students who got the highest score and 3 students who got the lowest score. While in the post-test there were 7 students who got the highest score and only 1 student who got

the lowest score. That is, after students are given treatmen, the number of students who got the highest score increases, which initially there were 4 students to 7 students, while the number of students who got the lowest score decreased, from 3 students to 1 student. It can be concluded that the students who are taught by using word wall media have better achievement than those who are not taught by using word wall media.

b.  The result of documentations data

1.  The students' name list, pre-test and post-test score

2.  Lesson Plan

3.  Photos

4.  The steps of  analyzing scores using SPSS v.20

2.  Data Analysis of Test Finding

a.  Validity of The Instrument

A test should be valid in the sense that if it measures what it intends to be measured.[2] The validity of the test always depends on situation and purpose of the test used. A test that is valid for any situation, and the purpose of using test is also factor in showing validity.

In this research, the researcher used content validity to show the validity of the instrument. In Content validity, the coverage of the tasks becomes the evidence.[3] To know whether or not the test instrument tested related to the material given, the researcher showed

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[2]Sugiono,*Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2019), 68.
[3]Adnan Latief. *Research Methods on Language Learning an Introduction.* (Malang: UM Press 2013), 226.

the topic taught and the tests to the English teacher in that schoolbefore giving them to the students. In order to know the validity of the tests to be given.

b. Reliabilty of The Instrument

Reliability is used to make sure that the obtained data tests above is reliable. In order to help the researcher counting the data gotten to show the reliability of the writing tests done by the students, the researcher used statistical formula. Then, the researcher calculated the reliability of the test writing descriptive text by using *Kuder-Richardson (KR-21),* the formula is:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{kV_t}\right)$$

With description:

r$_{11}$ = reliability coefficient of items

k  = number of item in the test

M  = mean of total score

V$_t$ = total of variance

Then it can be known:

k = 10

$$M = \frac{\Sigma X}{N} = \frac{167}{24} = 6{,}958$$

V$_t$ = 4,389483

If put into the formula, the calculation:

$$R_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{kV_t}\right)$$

$$= \left(\frac{10}{10-1}\right)\left(1 - \frac{6{,}958\,(10-6{,}958)}{10 \times 4{,}389493}\right)$$

$$= \left(\frac{10}{9}\right)\left(1 - \frac{6,958\,(3,042)}{10 \times 4,389493}\right)$$

$$= \left(\frac{10}{9}\right)\left(1 - \frac{21,166236}{10 \times 4,389493}\right)$$

$$= \left(\frac{10}{9}\right)\left(1 - \frac{21,166236}{43,89493}\right)$$

$$= \left(\frac{10}{9}\right)(1 - 0,4822022953)$$

$$= \frac{10}{9} \times 0,5178$$

$$= 0,575$$

From the formula of Kuder-Richardson (K-R21) it was gotten the total of reliability was 0,575. It mean the value of reliability 0,575 is low ($<$) than 0,70 or not reliable.

c. T-test Analysis

In this part, the researcher analyzed the data gotten namely pre-test and post-test by using t-test. Actually, there is a T-test formula that calculates the data manually. But now there is an application that can be used to get the data easily and automatically, namely by using SPSS v.20. In analyzing the data, the researcher also used SPSS v.20. In addition, the steps how to analyze t-test using SPPSS v.20 provided in the appendix, the result of t-test gotten was:

**The T-test Result Analyzed by SPSS v.20**

Table 5

**Paired Samples Statistics**

|  |  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | PreTest | 69,5833 | 24 | 20,95112 | 4,27663 |
|  | PostTest | 85,0000 | 24 | 14,14214 | 2,88675 |

Table 6

**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 | -15,41667 | 13,50657 | 2,75702 | -21,11999 | -9,71334 | -5,592 | 23 | ,000 |

## B. Hypothesis Testing

Hypothesis testing is a procedure for making decision about result by comparing an observed value of sampling with a population value to determine if no difference or reletionship exist between the value.[4] Hypothesis testing is the most important step in conducting a research. This step examine whether the hypotheses is accepted or rejected. So, this step can prove the theory or the current finding is suitable with fact or not. There are two kinds of hypotheses; null hypothesis and alternative hypothesis.

There are two hypothesis, namely:

1. Alternative hypothesis ($H_a$) of this research is "there is effect of using word wall media on students' vocabulary mastery at the 7th grade students in MTs Miftahul-Qulub Polagan Galis Pamekasan".

2. Null hypothesis ($H_0$) of this research is "there is no effect of using word wall media on students' vocabulary mastery at the 7th grade students in MTs Miftahul-Qulub Polagan Galis Pamekasan".

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[4]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitativ and Qualitative Research* (Boston: Person Education 2012), 621.

In analyzing data, the researcher used t-test namely paired sample t-test in SPSS v.20, as it was known that the claim of hypothesis testing are: if significant value (2 tailed) < 0.05, then nul hypothesis (Ho) is rejected and alternative hypothesis is accepted. While, if significant value (2 tailed) > 0.05, then nul hypothesis (Ha) is accepted and alternative hypothesis (Ha) is rejected.

In this case, the significant value of (2 tailed) < 0.05, namely 0.00 < 0.05, it can be inferred that nul hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Therefore, there is effect of of using word wall media on students' vocabulary mastery at the 7th grade students in MTs Miftahul-Qulub Polagan Galis Pamekasan.

## C. Discussion of Findings

In this research, the researcher used two research problems, they are: Is there any effect of using word wall media in students vocabulary mastery, and how the significant of using word wall media on students' vocabulary mastery at the 7th grade students in MTs Miftahul Qulub Polagan Galis Pamekasan.

Based on the data analysis, The statistical analysis using SPSS v.20 shows that the significance of 2 tailed is 0,000 < 0,05. It means that Ho is rejected and Ha is accepted that infers there is effect of using word wall media on students' vocabulary mastery at the 7th grade students in MTs Miftahul Qulub Polagan Galis Pamekasan.

Furthermore, the mean result of pre-test is 69,59 while the mean of post-test is 85, the difference both of tests is 15,41 points. It can be concluded that the students who are taught vocabulary by word wall media

have better achievement than those who are not taught by using word wall media at the $7^{th}$ grade students in MTs Miftahul Qulub Polagan Galis Pamekasan.

The conclusion from the explanation above, there is effect of using word wall media on students' vocabulary mastery at the $7^{th}$ grade students in MTs Miftahul-Qulub Polagan Galis Pamekasan. So, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.