CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

This chapter presents the presentation of data that are collected, the validity and reliability of the research instruments, hypothesis testing, analyzing data by using statistical analysis, and discussion.

A. Presentation of Data

In this research, the researcher presents some data based on the research instruments that were used to collect the data of both variable X (word-walls media) and variable Y (vocabulary achievement). The researcher used test namely pre-test and post-test to collect the data related to variable Y and documentation related to X variable. The test was given to the first c class students of Elementary School Lawangan Daya 2 Pamekasan as sample of population. Before the researcher gives the test, the researcher determines the validity and reliability of the test. The explanation is as follows:

1. Validity and Reliability of Test

a. Validity of Test

This validity used to make sure that the obtained data above is valid. The validity of the test ensures that this study is content validity is approvable. The researcher makes the test based on the handbook and

36

the lesson plan that is given by Mrs Novi, S.Pd as the English teacher in Elementary School Lawangan Daya 2 Pamekasan, beside that before giving the test, the researcher showed the test (pre-test and post-test) to Mrs. Herlina Nufita Purnamawati, S.Pd. It is conducted by the researcher to gain the validity of the test (pre-test and post-test). In this case, the researcher used content validity, and the data of the test (pre-test and post-test) is valid because the content of the test is appropriate with the material that had been taught by the researcher and the teacher.

b. **Reliability of Test**

After the validity is approvable checked, the researcher should check the reliability of test. The reliability is used to make sure the obtained data above is reliable. The researcher used spearman brown formula in order to make the researcher easier in counting the reliability of it. As stated in previous chapter, the researcher used this formula because the researcher used multiple choice test. The test is reliable when the instrument reliability (r_{11}) is higher than r table.

1) Pre-Test

Table 4.1 Reliability Statistics

Reliability Statistics (Pre-Test)

Cronbach's Alpha	Part 1	Value	,700
		N of Items	10[a]
	Part 2	Value	,687
		N of Items	10[b]
	Total N of Items		20
Correlation Between Forms			,692
Spearman-Brown	Equal Length		,818
Coefficient	Unequal Length		,818
Guttman Split-Half Coefficient			,818

a. The items are: soal1, soal2, soal3, soal4, soal5, soal6, soal7, soal8, soal9, soal10.

b. The items are: soal11, soal12, soal13, soal14, soal15, soal16, soal17, soal18, soal19, soal20.

Based on the result above, the value of r_{11} with N=28 is 0,818 and r table is 0,361 in significant level 5%. It shows that r_{11} > r table. So, the test instrument (pre-test) that is used to test the students' vocabulary is reliable.

Table 4.2 Data of Students' Vocabulary Test (Post-Test)

NO	NUMBER OF QUESTIONS																				amount of odd number	amount of even number
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	5	5	5	5	O	O	5	O	O	O	5	5	5	5	5	O	5	5	5	5	40	30
2	5	O	5	5	5	5	O	O	5	5	O	O	O	O	O	5	5	O	O	O	25	20
3	5	5	5	5	O	5	5	5	5	5	5	5	5	5	O	5	5	5	O	O	35	45
4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	50	50
5	5	O	O	O	5	5	5	5	O	O	5	5	O	5	O	5	O	O	5	5	25	30
6	5	5	5	5	5	5	O	O	O	5	O	O	5	O	O	5	5	O	5	5	30	30
7	5	5	5	5	5	5	O	O	5	5	5	O	5	5	O	5	5	5	O	5	35	40
8	5	5	5	5	5	5	O	O	5	5	5	O	5	5	O	5	5	5	5	5	40	40
9	5	O	O	5	5	O	O	O	5	O	O	O	5	O	O	O	O	O	O	5	20	10
10	5	5	5	5	5	5	O	O	5	5	5	O	5	5	O	O	5	5	O	O	35	30
11	5	O	5	5	5	5	O	O	O	5	O	O	O	O	O	O	5	O	5	5	25	20
12	5	5	5	5	5	5	O	5	5	5	5	O	O	O	O	5	5	5	O	O	30	35
13	5	O	5	5	5	5	O	O	5	5	5	5	5	O	O	5	5	O	O	O	35	25
14	5	5	O	5	5	5	O	O	O	O	5	O	O	5	5	O	5	5	O	O	25	25
15	5	5	5	5	5	O	5	O	O	5	O	O	O	5	O	O	5	O	5	5	30	25
16	5	O	O	5	5	O	O	O	O	O	O	O	5	O	O	O	O	O	O	O	15	5
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	50	50
18	5	5	5	5	O	O	O	O	5	5	5	5	5	5	5	5	5	O	O	O	35	30
19	5	O	5	5	5	O	5	O	5	5	O	O	5	O	5	O	O	O	O	O	35	10
20	5	5	5	5	O	O	O	O	5	O	O	O	5	5	O	5	5	5	O	O	25	25
21	5	O	5	O	5	O	5	O	5	O	O	O	5	5	O	O	5	5	5	O	40	10
22	5	5	5	5	O	5	5	5	5	5	O	5	5	5	5	5	5	5	O	5	35	50
23	5	5	5	5	O	O	5	O	5	O	5	O	5	O	O	O	5	5	5	O	40	15
24	5	O	O	O	5	O	O	O	O	O	5	O	5	5	O	O	5	O	O	O	25	5
25	5	5	5	5	5	5	5	O	5	O	O	O	5	O	O	5	5	5	O	5	35	30
26	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	O	5	45	50
27	5	5	5	5	5	5	O	O	5	5	5	5	5	5	O	5	5	5	5	5	40	45
28	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	O	5	45	50
																			r hitung		0,675448893	
																			t tabel		2,048407142	
																			r tabel		0,361006908	

Based on the result above, the value of r_{11} with N=28 is 0,675 and r table is 0,361 in significant level 5%. It shows that r_{11} > r table. So, the test instrument (post-test) that is used to test the students' vocabulary is reliable.

2. **The Result of Test Data**

As stated in the previous chapter (chapter III), the variable Y, namely students' vocabulary achievement data is obtained by using the test, namely pre-test and post-test in multiple choice form that consists of 20 questions. Each question have 4 choices and have one right answer. The respondent who select right answer will get score 5 for each question.

a. **Pre-Test**

Pre-test was given to the students before giving the treatment. The researcher presents the students' vocabulary achievement before being taught by using word-walls media. The test was done on Monday, 10 February 2020 at 09.30 up to 10.45 a.m. the result as follow:

Table 4.3 The Students' Vocabulary Achievement (pre-test)

No	Name	Score
1	Abdullah Akhfaf Alaik	35
2	Ach. Fauzan Azizi	65
3	Aida Nur Fatimah	80
4	Amira Vasila Husna	85
5	Bagas Sebastian Riadi	35

6	Chayraazzahra Hendy. F	50
7	Della Tri Oktaviani	100
8	Deshinta Rahayu Shafira	65
9	Imelda Age Safitri Nugroho	35
10	Kikandriya Malaika Huzein	45
11	Mahdalia Siliwati Putri	25
12	Maritza Harwien Pattra Anthea Nicu	55
13	Maulana Zulfar Taraka	70
14	Moh. Arya Gusti Pratama	70
15	Mohammad Raditya Arifin	50
16	Nowa Najma Haliza	25
17	Nur Fadilah Rahmah	90
18	Nurrafandra Ikhzanul Pasya	45
19	Oky Robby Syabani Edytama	40
20	Qiandra Atho'illa Ghading M	60
21	Rafasya Kiano Albukhari	35
22	Rouna Anggia Zahradya	75
23	Royhan Mustika	70
24	Salman Khan	35
25	Syeh Ilham Suwiryo	55
26	Tsania Putri Ramadani Efendi	80
27	Tsaqif Julian Ramadhan	85
28	Zahira Imania Gunawan	100
Total score		1660

Based on the table above, the researcher knows that the number of students who join the vocabulary test are 28 students (N=28) and the total of students' test score is 1660.

b. Post-Test

Post-test was given to the students after giving the treatment. The researcher presents the students' vocabulary achievement after being taught by using word-walls media. The test was done on Monday, 09 March 2020 at 09.30 up to 10.45 a.m. the result as follow:

Table 4.4 The Stuednts' Vocabulary Achievement (post-test)

No	Name	Score
1	Abdullah Akhfaf Alaik	70
2	Ach. Fauzan Azizi	45
3	Aida Nur Fatimah	80
4	Amira Vasila Husna	100
5	Bagas Sebastian Riadi	55
6	Chayraazzahra Hendy. F	60
7	Della Tri Oktaviani	75
8	Deshinta Rahayu Shafira	80
9	Imelda Age Safitri Nugroho	30
10	Kikandriya Malaika Huzein	65
11	Mahdalia Siliwati Putri	45
12	Maritza Harwien Pattra Anthea Nicu	65
13	Maulana Zulfar Taraka	60
14	Moh. Arya Gusti Pratama	50
15	Mohammad Raditya Arifin	55
16	Nowa Najma Haliza	20
17	Nur Fadilah Rahmah	100
18	Nurrafandra Ikhzanul Pasya	65
19	Oky Robby Syabani Edytama	45
20	Qiandra Atho'illa Ghading M	50
21	Rafasya Kiano Albukhari	50

22	Rouna Anggia Zahradya	85
23	Royhan Mustika	55
24	Salman Khan	30
25	Syeh Ilham Suwiryo	65
26	Tsania Putri Ramadani Efendi	95
27	Tsaqif Julian Ramadhan	85
28	Zahira Imania Gunawan	95
	Total score	1775

Based on the table above, the researcher knows that the number of students who join the vocabulary test are 28 students (N=28) and the total of students' test score is 1775.

3. The Result of Documentation Data

The data that are obtained from documentation are as follow:

a. The Score of Pre-Test and Post-Test

As stated in the third chapter, the researcher uses documentation as instrument to variable X, namely word-walls media. The data as follows:

Table 4.5 The Score of Pre-Test and Post-Test

No	Name	Pre-test	Post-test
1	Abdullah Akhfaf Alaik	35	70
2	Ach. Fauzan Azizi	65	45
3	Aida Nur Fatimah	80	80
4	Amira Vasila Husna	85	100
5	Bagas Sebastian Riadi	35	55

6	Chayraazzahra Hendy. F	50	60
7	Della Tri Oktaviani	100	75
8	Deshinta Rahayu Shafira	65	80
9	Imelda Age Safitri Nugroho	35	30
10	Kikandriya Malaika Huzein	45	65
11	Mahdalia Siliwati Putri	25	45
12	Maritza Harwien Pattra Anthea Nicu	55	65
13	Maulana Zulfar Taraka	70	60
14	Moh. Arya Gusti Pratama	70	50
15	Mohammad Raditya Arifin	50	55
16	Nowa Najma Haliza	25	20
17	Nur Fadilah Rahmah	90	100
18	Nurrafandra Ikhzanul Pasya	45	65
19	Oky Robby Syabani Edytama	40	45
20	Qiandra Atho'illa Ghading M	60	50
21	Rafasya Kiano Albukhari	35	50
22	Rouna Anggia Zahradya	75	85
23	Royhan Mustika	70	55
24	Salman Khan	35	30
25	Syeh Ilham Suwiryo	55	65
26	Tsania Putri Ramadani Efendi	80	95
27	Tsaqif Julian Ramadhan	85	85
28	Zahira Imania Gunawan	100	95
Total score		1660	1775

b. List of the specification of the test (pre-test and post-test)

c. List of English vocabulary test sheet (pre-test and post-test)

d. Lesson plan

e. The first C class students' name list of Elementary School Lawangan Daya 2 Pamekasan.

f. Photos in using word-walls media

4. Data Analysis

Before testing the hypothesis, the researcher needs to analyze the data by using statistical formula because the research is experimental research by using one group pre-test and post-test design. The researcher uses the formula of t-test to analyze the data of pre-test and post-test of variable Y (students' vocabulary achievement).

Table 4.6 The Result of t-test

No	Name	pre-test	post-test	d (pretest-posttest)	xd (d-MD)	x2d (xd²)
1	Abdullah Akhfaf Alaik	35	70	35	30,893	954,369
2	Ach. Fauzan Azizi	65	45	-20	-24,107	581,154
3	Aida Nur Fatimah	80	80	0	-4,107	16,869
4	Amira Vasila Husna	85	100	15	10,893	118,654
5	Bagas Sebastian Riadi	35	55	20	15,893	252,583
6	Chayraazzahra Hendy. F	50	60	10	5,893	34,726
7	Della Tri Oktaviani	100	75	-25	-29,107	847,226
8	Deshinta Rahayu Shafira	65	80	15	10,893	118,654
9	Imelda Age Safitri Nugroho	35	30	-5	-9,107	82,940
10	Kikandriya Malaika Huzein	45	65	20	15,893	252,583
11	Mahdalia Siliwati Putri	25	45	20	15,893	252,583
12	Maritza Harwien Pattra Anthea Nicu	55	65	10	5,893	34,726
13	Maulana Zulfar Taraka	70	60	-10	-14,107	199,011
14	Moh. Arya Gusti Pratama	70	50	-20	-24,107	581,154
15	Mohammad Raditya Arifin	50	55	5	0,893	0,797
16	Nowa Najma Haliza	25	20	-5	-9,107	82,940
17	Nur Fadilah Rahmah	90	100	10	5,893	34,726
18	Nurrafandra Ikhzanul Pasya	45	65	20	15,893	252,583
19	Oky Robby Syabani Edytama	40	45	5	0,893	0,797
20	Qiandra Atho'illa Ghading M	60	50	-10	-14,107	199,011
21	Rafasya Kiano Albukhari	35	50	15	10,893	118,654
22	Rouna Anggia Zahradya	75	85	10	5,893	34,726
23	Royhan Mustika	70	55	-15	-19,107	365,083
24	Salman Khan	35	30	-5	-9,107	82,940
25	Syeh Ilham Suwiryo	55	65	10	5,893	34,726
26	Tsania Putri Ramadani Efendi	80	95	15	10,893	118,654
27	Tsaqif Julian Ramadhan	85	85	0	-4,107	16,869
28	Zahira Imania Gunawan	100	95	-5	-9,107	82,940
	mean (Md)			4,107		
	total				0,000	5752,679
				t hitung	1,48890042	

B. Hypothesis Testing

Hypothesis testing is the most important step in conducting a research. This step examines whether the hypothesis is accepted or rejected. Based on the analysis above, it is known that the value of t-test is 1,48. The significance of test between t-test and t-table has criteria as follow:

1. If the value of t-test is same or higher than t-table , the alternative hypothesis (H_a) is accepted.

2. If the value of t-test is lower than t-table, the alternative hypothesis (H_a) is rejected.

To know the hypothesis is rejected or accepted, the value of t-test must be compared with the value of t-table. Before the researcher sees the value of t-table, the researcher must determine the number of df (degrees of freedom) by detracting the amount of subject with 1 (df = N-1).[56] So, df = 28 -1 = 27. Based on the analysis above, the value of t-test is 1,48 and the value of t-table with df 27 in significant of 1% is 2,77 while in significant of 5% is 2,05. It shows that the value of t-test is lower than the value of t-table t-test < t-table in significant of 1% (1,48 < 2,77) and in significant 5% (1,48 < 2,05). It can be concluded that the alternative hypothesis (H_a) which states that the students who are taught by word-walls media have higher vocabulary achievement

---

[56] Arikunto, *Prosedur Penelitian,* P. 350.

than before being taught by word-walls media at the First C Class of Elementary School Lawangan Daya 2 Pamekasan is rejected.

C. Discussions

In this research, the researcher formulates a research problem, that is whether the students who are taught by word-walls media have higher vocabulary achievement than before being taught by word-walls media at the First C Class of Elementary School Lawangan Daya 2 Pamekasan or not.

The researcher used test instrument for variable Y, namely pre-test and post-test and used documentation instrument for variable X. The researcher used content validity to measure the validity of the test by showing the test to the English teacher of Elementary School Lawangan Daya 2 Pamekasan and the researcher used spearman brown formula in measuring the reliability of the test.

The statistical analysis above presented that the value of t-test is 1,48. The amount of subject (N) is 28 with the degrees of freedom (df) is 27 in significant of 1% is 2,77 while in significant of 5% is 2,05.it shows that the value of t-test is lower than the value of t-table (t-test < t-table) in significant of 1% (1,48 < 2,77) and in significant 5% (1,48 < 2,05).

Based on the data that were obtained after conducting the research, the researcher concludes that the students who are taught

by word-walls media do not get higher vocabulary achievement than before being taught by word-walls media at the First C Class of Elementary School Lawangan Daya 2 Pamekasan. It means that word-walls media is not effective to be implemented by the researcher in order to get higher vocabulary achievement for the students at the First C Class of Elementary School Lawangan Daya 2 Pamekasan.

The function of the media is to make the students have good motivation and interesting to join the class, it shows that the media that the researcher choose must attract the students interest to join the class and give good motivation to learn so that the students are easier to understand, receive, and mastering the material.

The researcher chooses one of kind the media namely visual media exactly word-walls media. This media is only can be seen by the students. The word-walls media are not suitable to be implemented by the researcher to the students at the first grade because the students are not interested to the media because the media that used by the researcher just consist of words whereas the students prefer picture to word. This is in line with Howard Gardner in Eva's article that young learners are enjoyment of and facility with images, drawing, construction games and tactile

puzzles such as jigsaw.[57] The researcher can use word-walls media by combining between word and picture. For example, the resercher will write the vocabulary about food and drinks, the researcher can put the picture which is suitable with the word.

Beside that, the students are not too focus in joining the class because some of students are busy with their selves as like make joking and play with their friends. This is in line with Eric Burhaein statement that the characteristics of elementary school students related with physical activities namely, the students like to play, move, work in group, practice directly.[58] The researcher can add some of physical activities as like game that related with the topic in order to make the students are interested to join the class, so that the usage of word-walls media can be done well.

---

[57] Eva Nikmatul Rabbianty, "Best Practices In Teaching Listening for Young Learners" *Okara* , 2 (November, 2011), p. 232

[58] Eric Burhaein, "Aktivitas Fisik Olahraga untuk Pertumbuhan dan Perkembangan Siswa SD", *Indonesian Journal of Primary Education*, Vol 2, 1 (Juni, 2017), p. 52