

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer describes and discusses the data to find the answer to the statements of the problem in the chapter 1, the researcher got the data of English Vocabulary assignments that consists of the assignment result before and after the students were Taught vocabularies using animation video.

A. Data Presentation

In this study, the researcher acted as the teacher using such media and analyzed the collected data from the studentss score in the pre-test and post-test from both the experimental classes. So that, the process of teaching vocabulary and the process of scoring was held by the researcher himself.

This study used pre-experimental design. Pre experimental design was the kind of the research that conducted without the influence of the controller variable. In this study we just found the experimental class, with the result that. The researcher only take the result of pre-test and post-test from the experimental class to collect the data. The researcher took the subject in the seventh grades of SMP Ahmad Yani 4 Bojonegoro with the total number of 26 students.

This study was conducted to find out if there was significant difference after the students were being taught using animation video. The data was collected from students' pre-test and post test score. Pre-test was conducted to determine how the ability of students before they were given in the form of animation video treatment.

To get the data, the researcher did the field research by directly teaching the experimental class. The first research was held on July 8th 2013. The researchers found out the basic ability of the students of SMP Ahmad Yani 4 Bojonegoro from pre-test. From the score of pre-test, it demonstrated that they have good quality in English vocabulary, it showed that the highest score was 85 the lowest score was 60. After knowing this given fact, the researcher tried to use animation video as media to teach English vocabulary since it was supposed to be a good stimulus and convenient input for the student to enhance their English mastery of vocabulary and gives students fun learning environment.

The second research was held on July 11th 2013 the researcher began to prepare animation video to improve students' mastery of vocabulary in the seventh grader of SMP Ahmad Yani 4 Bojonegoro. The title of the video for the first treatment was "Go Go Diego, toy Holmes as voice of mommy grizzly bear". The third research was held on July 13th 2013. In this phase, before the researcher gave the next video, the researcher invited students to review a previous video and discussed the difficult words. After that the researcher gave the next animation

video to the students. The title of the second video was “Diego’s save Christmas”. After that the researcher gave the students game about the video and then explained about that.

The last research was held on July 15th 2013. He gave post test to the experimental class. Below is the process of giving treatment for the seventh grade students of SMP Ahmad Yani 4 Bojonegoro.

1. Treatments

The researcher did the treatment in two days. The first treatment was held on Thursday, July 11th 2013 and the second treatment was held on Saturday, July 13th 2013.

a. First treatment.

The first treatment, the researcher explained about the importance of vocabulary to students. Vocabulary is the first foundation to learn English, without vocabulary we will not be able to speak, write, and understand the meaning of what we hear. After that the researcher prepared animation video and explained about the title in the video. The title of the video is “go go Diego, toy Holmes as voice of mommy grizzly bear”. This video Produced by Nickelodeon. The process of the treatment is a follow:

1). Opening the class.

- 2). The researcher gave introduction about description and told the function of animation video.
- 3). The researcher gave animation video to the students of SMP Ahmad Yani 4 Bojonegoro.
- 4). The researcher asked the opinion about this video.
- 5). The researcher gave the conclusions of what have been learned.
- 6). Conclusion the meeting.

b. Treatment II

In the second treatment, researchers has more time than the first treatment. So in the second treatment, the researcher could review and explain the the material given in the first treatment. the title of the second video was “Diego’s save Christmas” this video was produced by Nickelodeon. The implementation of animation to improve students’ mastery of vocabulary in the second treatment is as follows:

- 1) Opening the class
- 2) Checking of the attendance list
- 3) Arousing the student’s motivations by reviewing the last material.
- 4) Before giving the next video to the students, the researcher reviewed the previous video, and asked students to inquire the vocabulary from the last video.

- 5) Before presenting the animation video, the researcher explained a little about the title and the content of the animation video.
- 6) The researcher presented the animation video using LCD projector.
- 7) The researcher asked the students' opinion about the animation video they had just watched.
- 8) The researcher asked students the name of the pictures in the video animation.
- 9) The researcher provided time for students to ask questions about difficult vocabulary words.
- 10) The researcher explain the difficult or new vocabulary in the animation video.
- 11) The researcher gave conclusion of what has been learned.
- 12) Closing the meeting.

After giving treatment by animation video to improve student vocabulary at seventh graders of SMP Ahmad Yani 4 Bojonegoro, July 18th 2013 the researcher gave the students post test to find out progress of students after being given treatment. In the post test, students had to answer 25 questions in certain period of time .

2. The Data Analysis of Test Score (Pre -Test and Post-Test)

Before analyzing the result of the research, initially, the researcher analysed the pre-test and post-test score of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro. The data was collected to know the ability of students before the treatment.

Tabel 4.1

The Pre-test score of the seventh grade student of SMP Ahmad Yani4 Bojonegoro.

No	NAMA	SCORE
1	Alfia agustina	84
2	Ahsan ardiansyah sholahudin	60
3	A'an aminur rahman	76
4	Didik hermanto	64
5	Cahyana bagus saputra	76
6	Mohamad rohman	64
7	Faselun	84
8	Adib hizul hak firdaus	72
9	Ali zubaidi	60
10	Ahmad prasetyo	72
11	Adi setiwan	72
12	Muhamad muis fadhori	64
13	Riki santoso	60
14	Wahyu kurnia sandi	68
15	Dian kurnia putri	60
16	Luluk mahmudah	68
17	Melani setia rini	64
18	Pebri agustin	60
19	Ahmas nur kholis	64
20	Laely fitria anjani	68
21	Rangga nasuton	68

22	Feryan dwi cahyono	60
23	Pebri agustian	68
24	Ramadhan qomarudin	64
25	Saffa indah safitri	76
26	Amad niamul abrori	64

Table 4.2

The Frequency Distribution of The Mastery of English Vocabulary of the seventh Grade Students of SMP Ahmad Yani 4 Bojonegoro before Being Taught Using “Animation video”

NO	SCORE	F	%
1	81-85	2	6
2	76-80	3	11
3	71-75	3	11
4	66-70	5	20
5	60-65	13	52
		26	100

Calculation mean of pree-test:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1760}{26}$$

$$=67.69231$$

Calculation median pree-test:

$$Md = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Md = 100 + 7 \left(\frac{\frac{1}{2}26 - 8}{26} \right)$$

$$= 66$$

Calculation modus of pree-test

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$Mo = 63,5 + 7 \left(\frac{14}{14 + 18} \right)$$

$$= 64$$

Calculation standart deviasi of pree test:

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{1760^2 - \frac{1760^2}{26}}{26 - 1}}$$

$$= \sqrt{\frac{3097600 - 119138}{25}}$$

$$= \sqrt{\frac{293,078462}{25}}$$

$$= 7.058437$$

From the table 4.1 above, the mastery of English vocabulary test for the seventh grade students of SMP Ahmad Yani 4 Bojonegoro showed that the highest score is 84 and the lowest score is 60. The mean is 67.69231, median is 66, modus is 64, and standard deviation 7.058437. 55% of them have score 61-65, 20% of them have score 66-70, 15% have score 71-75, 5% have score 76-80, and 5% have score 80-85. It means that the mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro before being taught by using “Animation Video” is good.

Table 4.3

Post-test score in seventh grade student of SMP Ahmad Yani 4 Bojonegoro

No	NAMA	SCORE
1	Alfia agustina	88
2	Ahsan ardiansyah sholahudin	72
3	A'an aminur rahman	74
4	Didik hermanto	72
5	Cahyana bagus saputra	78
6	Mohamad rohman	72
7	Faselun	88
8	Adib hizul hak firdaus	64

9	Ali zubaidi	68
10	Ahmad prasetyo	68
11	Adi setiwan	72
12	Muhamad muis fadhori	74
13	Riki santoso	68
14	Wahyu kurnia sandi	88
15	Dian kurnia putri	76
16	Luluk mahmudah	80
17	Melani setia rini	68
18	Pebri agustin	80
19	Ahmad nur kholis	72
20	Laely fitria anjani	84
21	Rangga nasuton	76
22	Feryan dwi cahyono	88
23	Pebri agustian	88
24	Ramadhan qomarudin	74
25	Saffa indah safitri	88
26	Amad niamul abrori	72

Table 4.4

The Frequency Distribution of The Mastery of English Vocabulary for the seventh Grade Students of SMP Ahmad Yani 4 Bojonegoro before Being Taught Using “Animation video”

NO	SCORE	F	%
1	85-90	7	33
2	79-84	3	12
3	73-78	5	16
4	67-72	10	36

5	61-66	1	3
		26	100

Calculation mean of post test:

$$\bar{X} = \frac{\sum X}{N}$$

$$\begin{aligned}\bar{X} &= \frac{2002}{26} \\ &= 77\end{aligned}$$

Calculation median of post test:

$$Md = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Md = 50 + 10 \left(\frac{50 - 8}{26} \right)$$

$$= 74$$

Calculation modus of post-test

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$Mo = 48 + 16\left(\frac{16}{16+18}\right)$$

$$= 88$$

Calculation standart deviasi of post-test:

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{2002^2 - \frac{2002^2}{26}}{26 - 1}}$$

$$= \sqrt{\frac{4008004 - 154154}{25}}$$

$$= \sqrt{\frac{3853850}{25}}$$

$$= \sqrt{154154}$$

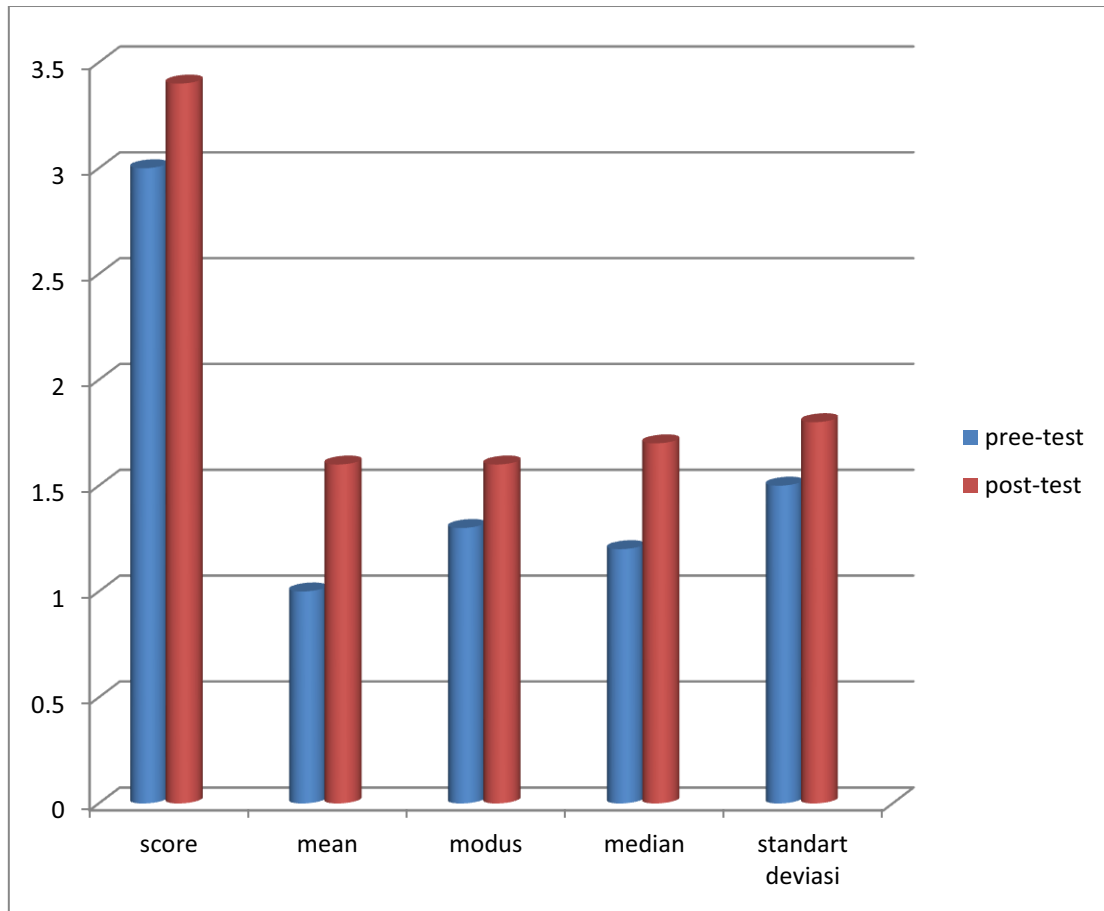
$$= 7,64923$$

After the researcher conducted English vocabulary test for the seventh grade students of SMP Ahmad yani 4 Bojonegoro, it showed that the highest

score is 90 whereas the lowest score is 65. The mean is 77, median is 74, modus is 88, and standard deviation is 7.964923. the post-test score showed that 30% of them got a score of 85-90, 25% got a score of 67-72, 20% got a score of 73-78, 15% got a score of 79-84, and 10% got a score of 61-66. The mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro after being taught using "Animation Video" is better than before using animation video.

Chats 4.1

The Pre-test and the post-test of the seventh grade students of SMP Ahmad Yani4
Bojonegoro



3. Hipotesis testing

This research uses quantitative data, so the hypothesis testing was done by the formula null hypothesis (H_0) which states that there is no significant difference between the two variables. If there is a significant difference, null hypothesis will be accepted and alternative hypothesis (H_a) will be confirmed.

In finding a significant difference of the two variables I used t-test in the level of significance 0,05 from the degree of freedom (Db) 50 which is gained from $N_1 + N_2 - 2$. If t_0 is similar or more than t-table (t_1), Null hypothesis which states that there is no significant difference between the two means from both samples will be accepted. If t_0 is smaller than t-table (t_1), Null hypothesis will be confirmed. It indicates the mean difference is no significant and the research is accepted.

The data shows that the mean of the students' score for the mastery of English vocabulary before being taught using "Animation Video" as media is 67.38462 while the mean of students' score for the mastery of English vocabulary after being taught by using "Animation Video" is 77.00. It can be concluded that the mastery of English vocabulary for the seventh grade students of SMP Ahmad Yani 4 Bojonegoro before being taught using "Animation Video" is lower than those who are being taught using "Animation Video".

The result of the t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$\begin{aligned}
t &= \frac{67.69231 - 77}{\sqrt{\frac{49.82154}{26} + \frac{63.44}{26} - 2.0,438279 \left(\frac{7.058437}{\sqrt{26}}\right) \left(\frac{7.964923}{\sqrt{26}}\right)}} \\
&= \frac{-9.308}{\sqrt{1.917 + 2.44 - 0.876(1.385 \times 1.563)}} \\
&= \frac{-9.308}{\sqrt{3.481 \times 2.165}} \\
&= \frac{-9.308}{\sqrt{7.537}} \\
&= \frac{-9.308}{2.746} \\
&= -3,389
\end{aligned}$$

From the t-test formula, t count -3.389, however mean absolute test of the two parties, so the value of (-) not used, so that $t_o = 3.389$ (t_1) 2,008 on the level of significance 0,05 and (Db) 50. It means that to be higher than t-table (t_1).

Therefore, Null hypothesis which states that there is no significant difference between the mastery of English vocabulary for the seventh grade students of SMP Ahmad yani 4 Bojonegoro after being taught using “Animation Video” is accepted. Further, the alternative hypothesis (H_a) which states that there is any significant difference between the mastery of English vocabulary for the seventh grade students of SMP Ahmad Yani 4 Bojonegoro

before being taught by using “Animation Video”, and those who are being taught using “Animation Video” is confirmed.

B. Discussion

This study is about the mastery of English vocabulary using the pre-experimental design. There is only one class experimental without the control group. Before and after treatment the researcher gave the test to the student. This test to find out if there is a significant difference before and after being taught using video animation.

The result of the mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro before being taught using “Animation video” is good. It is showed by mean of the test that is 67.38462, median is 66, modus is 64 and the standard deviation is 7.478379. It means that the mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro before being taught using “Animation video” is **good**. In this situation the students have to find the meaning of English vocabulary using dictionary. Therefore, the students found it boring and they became reluctant to learn and memorize the English vocabulary

The result of the mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro after being taught using animation

video is **better**. It is showed by the mean of the test that is 77, median is 74, modus is 88, and the standard deviation is 7.964923. After being taught using “Animation video” as media, students got a new technique in solving their problem of English vocabulary. “Animation video” as media is one of the English vocabulary teaching media this media are commonly fun and brings in relaxation. The students who are taught using “Animation video” as media got motivated in doing their tasks. During the teaching process, the teacher expected that students are able to memorize English words. Therefore, the students can memorize English vocabulary easily.

After the experiment had been done, the hypothesis of the experiment is confirmed. It is based of t-test computation ($t_{0.05}$) on the level of significant 0,05 from the degree of freedom (Db) 50 t -table = 2,008. It is clearly seen that (t_o)>(t1). Null hypothesis (Ho) states that there is accepted significant difference between the mastery of English vocabulary for the seventh grade students of SMP Ahmad Yani 4 Bojonegoro before being taught using animation video that is **good** and after being taught by using animation video that is **better**. . It means that there is significant difference between the mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro before and after being taught by using Animation Video.