

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This subchapter establishes the data which have been collecting in the research. To know more about students' vocabulary, the writer tested the students using written test. In this test the writer uses some kind of test such as multiple choices, true or false question, and matching picture test.

In order to make easier to classify the test, the writer divided the students into two classrooms in different time. The first is named as the eleventh IPA as experiment class, and second is named as eleventh IPS as control class. The students answered 30 questions for 80 minutes. As a result, if the students can answer right for all the questions, the students can get the highest score is 100 points.

1. Pre-test of student's achievement in Vocabulary for control class and experiment class at MA Irtiqaiyah Banjarmasin.

Pre-test was used by the writer to know the students' achievement in vocabulary before the application of advertisement. To know the students' achievement in vocabulary especially by using advertisement before the writer applies the research.

a. Pre-test in experiment class

The writer gave multiple choice and essay test as pre-test on Wednesday 2nd 2015 at MA Irtiqaiyah Banjarmasin, the multiple

choices and true or false, and matching picture test in two classes in different time. The pre-test needed one lesson hour or 80 minutes. The writer had to explain the pre-test before. The pre-test was multiple choice test, true or false, and matching test, the students have to answer 15 questions of multiple choice test and 10 question of true or false, and 5 question of matching test which given by the writer. The test of pre-test can be seen in appendix.

The result of pre-test in experiment class XI IPA of MA Irtiqaiyah Banjarmasin by total score is 813. It can be seen from the table 4.1.

Table 4.1: The Score of Pre-Test in Experiment Class

NO	Test Type			Score
	Multiple choice	True or False Test	Matching Test	
1	31.5	17.5	12.5	61.5
2	31.5	17.5	10	59
3	31.5	17.5	10	59
4	24.5	28	7.5	60
5	24.5	31.5	10	66
6	21	17.5	12.5	51
7	35	28	12.5	75.5
8	28	24.5	12.5	65
9	24.5	28	10	62.5
10	38.5	21	10	69.5
11	28	24.5	12.5	65
12	31.5	21	7.5	60
13	28	21	10	59
	TOTAL			813

Based on the result of the test, it is found that the categories of the science major students' English vocabulary at the second grade of MA. Irtiqaiyah Banjarmasin academic year 2015/2016 are categorized in

- 1) Excellent Category, 0 student (0%) with score 80-100
- 2) Good Category, 1 students (7,7%) with score 70-79
- 3) Average Category, 8 students (61,6%) with score 60-69
- 4) Bad Category, 4 student (30,8%) with score 50-59
- 5) Poor Category, 0 student (0%) with score 0-49

Table 4.2 The Frequency Distribution of Students' English Vocabulary Mastery of Science Major at the Second Grade of MA Irtiqaiyah Banjarmasin Academic Year 2015/2016

NO	SCORE	FREQUENCY	PERCENTAGE	CATEGORIES
1	80 – 100	0	0%	Excellent
2	$70 \leq 79$	1	7,7%	Good
3	$60 \leq 69$	8	61,6%	Average
4	$50 \leq 59$	4	30,8%	Bad
5	$0 \leq 49$	0	0%	Poor
TOTAL		13	100%	

To know the vocabulary mastery of science major at the eleventh grade of MA. Irtiqaiyah Banjarmasin academic year 2015/2016, the writer uses the accounting mean formula as follows:

$$M = \frac{\sum x}{N}$$

$$= \frac{813}{13} = 62.53$$

The total of the score was 813 then divided into 13 students, so the writer can get the mean of the score was 63. Almost students, got score between 60 till 69. Thus, the vocabulary mastery of science major students at the eleventh grade of MA Irtiqaiyah Banjarmasin academic year 2015/2016 can be concluded in average category.

b. Pre-test in Control Class

The writer gave multiple choice, true or false, and matching picture test as pre-test in same day with experiment class which is on Wednesday 2nd 2015 at MA Irtiqaiyah Banjarmasin, the multiple choices, true or false question, and matching test in two classes in different time. The pre-test needed one lesson hour or 80 minutes. The writer had to explain the pre-test before. The pre-test was multiple choice test, true or false, and matching test, the students have to answer 15 questions of multiple choice test and 10 question of true or false, and 5 question of matching test which given by the writer. The test of pre-test can be seen in appendix.

The result of pre-test in control class XI IPS of MA Irtiqaiyah Banjarmasin by total score is 715. It can be seen from the Table 4.3.

Table 4.3: The Score of Pre-Test in Control Class

NO	Test Type			Score
	Multiple choice	True or False Test	Matching Test	
1	17.5	24.5	10	52
2	21	17.5	10	48.5
3	28	21	7.5	56.5
4	35	24.5	10	69.5
5	24.5	17.5	7.5	49.5
6	24.5	17.5	10	52
7	28	17.5	7.5	53
8	28	24.5	10	62.5
9	31.5	21	12.5	65
10	24.5	17.5	7.5	49.5
11	21	17.5	7.5	46
12	28	21	12.5	61.5
13	24.5	17.5	7.5	49.5

	TOTAL	715
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Based on the result of the test, it is found that the categories of the science major students' English vocabulary at the second grade of MA Irtiqaiyah Banjarmasin academic year 2015/2016 are categorized in

- 1) Excellent Category, 0 student (0%) with score 80-100
- 2) Good Category, 0 students (0%) with score 70-79
- 3) Average Category, 4 students (30,8%) with score 60-69
- 4) Bad Category, 4 student (30,8%) with score 50-59
- 5) Poor Category, 5 student (38,5%) with score 0-49

Table 4.4: The Frequency Distribution of Students' English Vocabulary Mastery of Science Major at the Second Grade of MA. Irtiqaiyah Banjarmasin Academic Year 2015/2016

NO	SCORE	FREQUENCY	PERCENTAGE	CATEGORIES
1	80 – 100	0	0%	Excellent
2	70 ≤ 79	0	0%	Good
3	60 ≤ 69	4	30,8%	Average
4	50 ≤ 59	4	30,8%	Bad
5	0 ≤ 49	5	38,5%	Poor
TOTAL		13	100%	

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{715}{13} = 55,00
 \end{aligned}$$

The total of score was 715 then divided into 13 students, so the writer can get the mean of the score was 55,00. Almost students got score between 40 till 50. That score was categorized in poor

category. Based on the result of pre-test, it can be seen that students' achievement in speaking skill of experiment class at eleventh grade of MA Irtiqaiyah Banjarmasin can be concluded in poor category.

Before performing different test, first is performed a statistical calculation that includes the average and standard deviation to facilitate further calculations.

1. Average and Standard Deviation

Table 4.5: Average, Standard Deviation, and Variance of pre-test

Class	Average	Standard Deviation	Variance
Experiment	62.53	5,952	35,436
Control	55.00	7,342	53,917

Based on the table above, it shows that the average of students' ability in experiment class and control class is not too different. If we see the difference standard deviation is only 1.39. To detail about the students' ability in experiment class and control class, the writer will conduct an equality test two averages by using significance 5%. For the details of calculation, it can be seen in appendix 10.

2. Normality Test

Normality test performed to determine the normality of data distribution using the standard test with real Liliefors $\alpha = 5\%$ and use the following hypothesis:

H_0 : Normally distributed population

H_a : Normally distributed population

It can be seen in the following table 4.6:

Table 4.6: Normality test the ability of students

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
eksperimendankontrol	,127	26	,200 [*]	,962	26	,430

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, normality test by using Shapira-Wilk, the data significance value for experiment class and control class are 0,430. Because the significance value both of them (class) bigger than 0,05%. It shows that the ability of students in experiment class and control class is normally distributed. For the details, it can be seen in appendix 11.

3. Homogeneity test

After the data is normality distributed, then the treatment will use variance homogeneity test. This test purpose to knowing whether the students' ability in experiment class and control class is homogeneity or not? For the details of calculation, it can be seen in appendix 12.

Table 4.7: variance the ability of students

Class	N	Sig.	Conclusion
Exsperiment	13	0,229	Homogen
Control	13		

Based on the output result of variance homogeneity test and Levene test in table 4.7, the values' significance is 0,029, because 0,029 bigger than 0,05, so it can be concluded that experiment class and control class are homogeneity.

4. T test

After normal distribution of data is known, then the comparison test used to determine whether there are significant differences between learning outcomes treatment class and control class is independent sample T test, got t_{count} 1,588, in significant $\alpha = 5\%$.

The price of t_{count} lower than 2,063, so' H_0 is accepted and H_a is rejected. It can be concluded that there is no significant difference between students' ability in experiment class and control class. For more details of calculation, it can be seen in appendix 13.

2. Implementation of Teaching and Learning in Control Class and Experiment Class.

In the research, the writer was acted as a teacher in using advertisement to improve students' vocabulary. The material of recognize advertisement in daily live. The second meeting about teaching and learning about asking and giving suggestion or advice about advertisements which the writer has chosen that according to KTSP English course book for eleventh grade of senior High School. The third was expression of asking and giving possibility

and impossibility. The last meeting was learned about procedure text the detail of the act that applied in each class will explain as follows:

a. Implementation of Teaching and Learning in Control Class (XI IPS)

The writer made planning of all needed in teaching in control class such as the lesson plan, the topic, the script, media, the evaluation, and so on, before the writer taught in the class. (Look at appendix)

Teaching and learning implementation was done for four times and twice for the test. The test was written test and divided in two tests, pre-test and post-test. Schedule of teaching and learning implementation can be seen in table 4.8.

Table 4.8: Schedule of the Teaching and Learning in Control Class

Meeting	Day/ Date	Schedule	Topic
1	Wednesday/ September 2 nd 2015	3 – 4	Pre-test
2	Saturday/ September 5 th 2015	1 – 2	Recognize advertisement in daily live
3	Wednesday/ September 9 th 2015	3 – 4	Asking and giving suggestion
4	Wednesday/ September 16 th 2015	3 – 4	Expression possibility and impossibility
5	Saturday/ September 19 th 2015	1 – 2	Procedural text
6	Saturday/ October 3 rd 2015	1 – 2	Post-test

For the schedule of the teaching and learning in class XI IPS as control class, the writer got two days in one week. They are Wednesday and Saturday. Here, the writer acted as the teacher. Before the writer taught them, she had observed the class. She had to take note about how the class in teaching and learning is, how the students felt in learning English, is there specific activity that increasing vocabulary when teaching and learning process. After it, the writer began to do pre-test. She did the pre-test on Wednesday, September 2nd 2015. On Wednesday, in 3rd and 4th lesson hour, it was before the experiment class. Then, in the next meeting the writer started to do the treatment. The treatment did for 4 meetings. Second meeting was on Saturday, September 5th 2015, the writer got the first lesson hours, those were 1st and 2nd. The topic was used the using of advertisements and how to mapping vocabulary. The topic was used had same topic with pre-test. Because the writer had to explain where the students' mistakes were when they did pre-test. Third meeting was on Wednesday, September 9th 2015, in 3rd and 4th lesson hour. The topic was used was the expression of asking and giving suggestion. Fourth meeting was on Wednesday, September 16th 2015, in 3rd and 4th lesson hour. The topic was used was the expression possibility and impossibility. Fifth meeting was on Saturday, September 19th 2015, in 1st and 2nd lesson hour. The topic was used was procedural text. And the last

meeting was on Saturday, October 3rd 2015, in 1st and 2nd lesson hour. In the last meeting, the writer did the post-test as the result of the research.

b. Implementation of Teaching and Learning in Experiment Class (XI IPA)

In experiment class, the planning of teaching and learning implementation was same with control class but the different was in experiment class using advertisement in every exercise in the end of learning.

Same with control class, the implementation of teaching and learning was four times and twice for the test. Schedule of the teaching and learning implementation can be seen in table 4.9.

Table 4.9: Schedule of Teaching and Learning in Experiment Class

Meeting	Day/ Date	Schedule	Topic
1	Wednesday/ September 2 nd 2015	5 – 6	Pre-test
2	Saturday/ September 5 th 2015	4 – 5	Recognize advertisement in daily live
3	Wednesday/ September 9 th 2015	5 – 6	Asking and giving suggestion
4	Wednesday/ September 16 th 2015	5 – 6	Expression possibility and impossibility
5	Saturday/ September 19 th 2015	4 – 5	Procedural text
6	Saturday/ October 3 rd 2015	4 – 5	Post-test

For the schedule of teaching and learning in class XI IPA as experiment class, the writer also got two days in one week. They are Wednesday and Saturday also. Here, the writer acted as the

teacher. Same in the control class, before the writer taught them, she had observed the class. She had to take note about how the class in teaching and learning is, how the students felt in learning English, is there specific activity that increasing vocabulary when teaching and learning process. After it, the writer began to do pre-test. She did the pre-test on Wednesday, September 2nd 2015. On Wednesday, the writer got in the first lesson hours, those were 2nd and 3rd, it was after the control class. Then, in the next meeting the writer started to do the treatment. The treatment did for 4 meetings. Second meeting was on Saturday, September 5th 2015, in the 4th and 5th lesson hour. The topic was used was the expression of saying politely. The topic was used had same topic with pre-test. Because the writer had to explain where the students' mistakes were when they did pre-test. Third meeting was on Wednesday, September 9th 2015, in 5th and 6th lesson hour. The topic was used was the expression of asking and giving suggestion. Fourth meeting was on Wednesday, September 16th 2015, in 5th and 6th lesson hour. The topic was used was the expression possibility and impossibility. Fifth meeting was on Saturday, September 19th 2015, in 4th and 5th lesson hour. The topic was used was procedural text. And the last meeting was on Saturday, October 3rd 2015, in 4th and 5th lesson hour. In the last meeting, the writer did the post-test as the result of the research.

c. Description of Teaching and Learning Activity in Experiment

Class

Generally, the teaching and learning activities in experiment class using advertisement. The writer choose the description of teaching and learning activity in experiment class in second meeting with the topic is asking and giving suggestion.

Teacher gave the topic about asking and giving suggestion like in their English book. Then the teacher gave some of copy papers (another expression asking and giving suggestion) and examples from the expression to the students.

Expression of asking and giving suggestion

Suggestion

- You could (might) ...
- I suggest/recommend that you...
- You really should/ought to...
- I strongly advise/urge you to ..
- You'd better...

Accepting Suggestion

- That's a good/nice/ wonderful, idea/suggestion.
- Thank you/ Thanks. I'll do/try that.
- Why didn't I think of that?
- I think you're right.

Rejecting Suggestion

- I tried that, but...
- Thanks, but that won't work/help because...
- I don't want to/can't do that because...
- That's a good idea, but...

Then she asked them to write the examples on their notebook. After that, the teacher read some expressions which were written on the whiteboard and ask the students to repeat after the teacher read. Then, the teacher asked them, they understood or no about the expressions. Sometimes, the students were shy to ask about the topic that they did not understand yet.

Then the teacher gave a short dialogue which was content to speakers by using advertisement. For example was the dialogue below.

Sari : Hi, Adul.

Adul : Hi, Sari.

Sari : What happened with your face?

Adul : (feel shy) my face is full of acnes. I'm confused what should I do?

Sari : oh I see. I recommend that you use Biore Man and use it twice every day as my brother do at home.

Adul : thank you, I'll try that.

Sari : You're welcome.

After that, the teacher and the students read the dialogue together. The teacher must pay attention with pronunciation and the fluency of sentences and gave the good example (pronunciation and fluency) for the students. Then, the teacher asked the vocabulary that they did not understand yet and wrote them on the whiteboard. The teacher had to explain the plot of the dialogue.

After that, the teacher asks the students to make dialogue simple like the teacher gave in example. Every dialogue have to related with advertisement that teacher gave to students in order that the class more interesting and students did not get bored, teacher asks students read the dialogue that they have made in front of the class. In this activity they have to be confident to perform and also made class was fun and enjoyable.

3. The Result of Post-test of Students' Achievement in Speaking Skill for Experiment Class and Control Class at MA Irtiqaiyah Banjarmasin.

For the post-test, the writer done after the last meeting of the treatment on Saturday, September 19th 2015 in experiment class and control class. The test both classes had same test, the students asked to make sentences or some dialogues using advertisements.

a. Control class

For the result of post-test of control class at the eleventh grade of MA Irtiqaiyah Banjarmasin, it can be seen in the following table 4.10:

Table 4.10: the result of post-test in control class

NO	Test Type			Score
	Multiple choice	True or False Test	Matching Test	
1	21	14	10	45
2	14	24.5	7.5	46
3	14	14	12.5	40.5
4	28	28	12.5	68.5
5	24.5	21	12.5	58
6	24.5	31.5	12.5	68.5
7	14	24.5	12.5	51
8	42	28	12.5	82.5
9	31.5	31.5	12.5	75.5
10	21	24.5	12.5	58
11	24.5	17.5	7.5	49.5
12	28	35	12.5	75.5
13	28	17.5	12.5	58
	TOTAL			776.5

Based on the table above, it shows that the score of control class of the eleventh grade of MA Irtiqaiyah Banjarmasin. The highest score is 82.5, while the lowest score is 45. Then, the accumulated score is 776.5.

The frequency of distribution used to know how many students who got good score or bad score. The frequency distribution of the result of post-test in control class at the eleventh grade of MA Irtiqaiyah Banjarmasin academic year 2015/2016 can be seen in the table.

Based on the result of the test, it is found that the categories of the science major students' English vocabulary at the eleventh grade of MA Irtiqaiyah Banjarmasin academic year 2015/2016 are categorized in

- 1) Excellent Category, 1 student (7.7%) with score 80-100
- 2) Good Category, 2 students (15.4%) with score 70-79
- 3) Average Category, 2 students (15,4%) with score 60-69
- 4) Bad Category, 4 student (30,8%) with score 50-59
- 5) Poor Category, 4 student (30.8%) with score 0-49

Table 4.11: The frequency distribution of the result of post-test in control class

NO	SCORE	FREQUENCY	PERCENTAGE	CATEGORIES
1	80 – 100	1	7.7%	Excellent
2	70 ≤ 79	2	15.4%	Good
3	60 ≤ 69	2	15.4%	Average
4	50 ≤ 59	4	30,8%	Bad
5	0 ≤ 49	4	30.8%	Poor
TOTAL		11	100%	

To know the vocabulary mastery of science major at the eleventh grade of MA Irtiqaiyah Banjarmasin academic year 2015/2016, the writer uses the accounting mean formula as follows:

$$\begin{aligned}
 My &= \frac{\sum y}{N} \\
 &= \frac{776.5}{13} = 59.73
 \end{aligned}$$

The total of the score was 776.5 then divided into 13 students, so the writer can get the mean of the score was 59.73. Almost students, got score between 50 till 59. Thus, the vocabulary mastery of science major students at the eleventh grade at MA

Irtiqaiyah Banjarmasin academic year 2015/2016 can be concluded in bad category.

b. Experiment Class

Based on the writer's research, the result of post-test of experiment class at the eleventh grade of MA Irtiqaiyah Banjarmasin, it can be seen in the following table:

Table 4.12: the result of post-test in experiment class

NO	Test Type			Score
	Multiple choice	True or False Test	Matching Test	
1	28	28	12.5	68.5
2	38.5	31.5	12.5	82.5
3	35	35	12.5	82.5
4	35	35	12.5	82.5
5	28	35	12.5	75.5
6	21	35	7.5	63.5
7	31.5	31.5	12.5	75.5
8	28	35	12.5	75.5
9	35	28	12.5	75.5
10	31.5	17.5	7.5	56.5
11	31.5	35	12.5	79
12	35	35	12.5	82.5
13	21	31.5	12.5	65
	TOTAL			964.5

Based on the table above, it shows that the score of control class of the eleventh grade of MA Irtiqaiyah Banjarmasin. The highest score is 82.5, while the lowest score is 56.5. Then, the accumulated score is 964.5.

The frequency of distribution used to know how many students who got good score or bad score. The frequency distribution of the result of post-test in control class at the eleventh grade of MA

Irtiqaiyah Banjarmasin academic year 2015/2016 can be seen in the table.

Based on the result of the test, it is found that the categories of the science major students' English vocabulary at the eleventh grade of MA. Irtiqaiyah Banjarmasin academic year 2015/2016 are categorized in

- a) Excellent Category, 4 student (30,8%) with score 80-100
- b) Good Category, 5 students (38,5%) with score 70-79
- c) Average Category, 3 students (23,1%) with score 60-69
- d) Bad Category, 1 student (7,7%) with score 50-59
- e) Poor Category, 0 student (0%) with score 0-49

Table 4.13: The frequency distribution of the result of post-test in control class

NO	SCORE	FREQUENCY	PERCENTAGE	CATEGORIES
1	80 – 100	4	30,8%	Excellent
2	70 ≤ 79	5	38,5%	Good
3	60 ≤ 69	3	23,1%	Average
4	50 ≤ 59	1	7,7%	Bad
5	0 ≤ 49	0	0%	Poor
TOTAL		13	100%	

To know the vocabulary mastery of science major at the eleventh grade of MA Irtiqaiyah Banjarmasin academic year 2015/2016, the writer uses the accounting mean formula as follows:

$$M_x = \frac{\sum x}{N}$$

$$= \frac{964.5}{13} = 74.19$$

The total of the score was 964.5 then divided into 13 students, so the writer can get the mean of the score was 74.19. Almost students, got score between 70 till 79. Thus, the vocabulary mastery of science major students at the eleventh grade of MA Irtiqaiyah Banjarmasin academic year 2015/2016 can be concluded in good category.

Before performing different test, first is performed a statistical calculation that includes the average and standard deviation to facilitate further calculations.

1. Average and Standard Deviation

Table 4.14: Average, Standard Deviation, and Variance of pre-test

Class	Average	Standard Deviation	Variance
Experiment	74.19	8,417	70,856
Control	59,73	13,337	177,901

Based on the table above, it shows that the average of students' ability in experiment class and control class is not too different. If we see the difference standard deviation is only 4.92. To detail about the students' ability in experiment class and control class, the writer will conduct an equality test two averages by using significance 5%. For more details, it can be seen in appendix 10.

2. Normality Test

Normality test performed to determine the normality of data distribution using the standard test with real Liliefors $\alpha = 5\%$ and use the following hypothesis:

H_0 : Normally distributed population

H_a : Normally distributed population

It can be seen in the following table 4.15.

Table 4.15: Normality test the ability of students

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
eksperimendankontrol	,195	26	,012	,929	26	,074

a. Lilliefors Significance Correction

Based on the table above, normality test by using Shapira-Wilk, the data significance value for experiment class and control class are 0,074. Because the significance value both of them (class) bigger than 0,05%. It shows that the ability of students in experiment class and control class is normally distributed. It can be seen in appendix 11 for more details of calculation.

3. Homogeneity test

After the data is normality distributed, then the treatment will use variance homogeneity test. This test purpose to knowing whether the students' ability in experiment class and control class is homogeneity or not?

Table 4.16: variance the ability of students

Class	N	Sig.	Conclusion
Exsperiment	13	0,067	Homogen
Control	13		

Based on the output result of variance homogeneity test and Levene test in table 4.7, the values' significance is 0,067, because 0,067 bigger than 0,05, so it can be concluded that experiment class and control class are homogeneity. For more details of calculation, it can be seen in appendix 12.

4. T test

After normal distribution of data is known, then the comparison test used to determine whether there are significant differences between learning outcomes treatment class and control class is independent sample T test, got t_{count} 3,306, in significant $\alpha = 5\%$. The price of t_{count} bigger than t_{table} 2,063, so' H_0 is rejected and H_a is accepted. It can be concluded that there is significant difference between students' ability in experiment class and control class. For more details of calculation, it can be seen in appendix 13.

B. Discussion

To know the effect of student's mastery of vocabulary between using advertisement and without advertisement, the writer use comparative study between the experiment class by using advertisement and the control

class without using advertisement. And the writer many used of press advertising such as: magazine and newspaper. From the press advertising they have learned about many types of vocabulary such as: synonym, antonym, idiom, and definition. The writer used “t-test”. After all the data had collected, the writer analyzed them and made conclusion by using the “t-test” formula.

Based on the result of the test in appendix, the writer calculated the mean score for control class. So, the students’ mastery in vocabulary without using advertisement in control class at the eleventh grade of MA Irtiqaiyah Banjarmasin is not better than students’ mastery in vocabulary using advertisement in experiment class.