

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

There are two statements of problem that have to answer in this research. The first problem is about the students' ability in vocabulary and the second is about dominant errors the students have in vocabulary. The data for the first problem is based on the students' score of the test and for the second problem is according to error analysis of the students' score of the test.

The test items were taken from some books and it has been consulted with advisor. There are 45 items of the test in certain categories, consisting of multiple choice questions (word classes, synonym, and antonym), choosing the suitable word in the boxes to fill in the blank, matching two halves of collocation, making a derivation, and filling in the gaps.

Based on the research that was finished by the researcher during the two months at the Second Semester Students of English Education Department in Antasari State Institute for Islamic Studies Banjarmasin, here are the real test results about the students' ability in vocabulary.

#### 1. **The Students' Ability in Vocabulary at the Second Semester of English Education Department in Antasari State Institute for Islamic Studies.**

The importance of vocabulary mastery as the researcher has explained at previous chapter will be useful to know the students' ability in

vocabulary at the second semester of English Education Department in Antasari State Istitute for Islamic studies. As we know the students in English Education Department are supposed to be English teachers. So, they should have many vocabularies and master it.

To know the students' ability in vocabulary, the researcher gives the test for all the students or 106 students from four classes of the second semester students of English education Department. The test consists of 45 items that students have to answer. There are the data the students' test results. The test was taken from some book and then was adapted and consulted to advisor.

**Table: 4.1 Description of the Students' Ability in Vocabulary**

Name	Items of Vocabulary							Score
	1	2	3	4	5	6	7	
Student 1	8	6	2	0	15	0	2,5	33,5
Student 2	8	4	2	8	3	0	2,5	27,5
Student 3	12	8	6	6	0	2,5	0	34,5
Student 4	10	6	4	0	0	0	2,5	22,5
Student 5	2	4	6	10	6	0	2,5	30,5
Student 6	10	10	6	6	9	0	2,5	43,5
Student 7	10	8	8	8	3	0	2,5	39,5
Student 8	16	10	8	0	0	0	2,5	36,5
Student 9	8	8	4	8	3	0	2,5	33,5
Student 10	10	8	6	10	3	0	2,5	39,5
Student 11	10	8	4	10	3	0	2,5	37,5
Student 12	12	10	4	10	6	0	2,5	44,5
Student 13	8	6	6	10	6	2,5	0	38,5
Student 14	8	8	8	10	3	0	2,5	39,5
Student 15	8	6	4	10	3	0	2,5	33,5
Student 16	8	6	2	6	3	0	2,5	27,5
Student 17	6	6	4	6	0	0	2,5	24,5

## Continuing of the Description of the Students' Ability in Vocabulary

Student 18	6	8	4	0	0	0	2,5	20,5
Student 19	10	8	6	4	3	0	2,5	33,5
Student 20	10	6	2	10	9	0	2,5	39,5
Student 21	6	6	4	0	3	0	2,5	21,5
Student 22	6	8	8	8	0	0	2,5	32,5
Student 23	8	10	8	12	3	0	2,5	43,5
Student 24	6	10	8	0	3	0	2,5	29,5
Student 25	12	10	6	2	0	0	2,5	32,5
Student 26	8	10	8	0	0	0	2,5	28,5
Student 27	10	10	6	14	0	0	2,5	42,5
Student 28	10	8	8	0	9	0	2,5	37,5
Student 29	8	6	6	16	3	0	2,5	41,5
Student 30	8	10	8	14	9	0	2,5	51,5
Student 31	10	10	6	0	3	0	2,5	31,5
Student 32	4	8	6	10	3	0	2,5	33,5
Student 33	6	6	10	0	3	0	2,5	27,5
Student 34	6	6	4	10	3	0	2,5	31,5
Student 35	12	10	8	16	6	0	2,5	54,5
Student 36	12	10	8	10	3	2,5	5	50,5
Student 37	8	10	8	14	3	2,5	2,5	48
Student 38	14	10	8	14	3	2,5	5	56,5
Student 39	12	8	8	14	3	0	2,5	47,5
Student 40	8	6	10	14	3	0	2,5	43,5
Student 41	6	8	6	4	0	0	2,5	26,5
Student 42	10	10	8	6	0	0	2,5	36,5
Student 43	10	10	8	0	3	0	2,5	33,5
Student 44	14	10	8	0	0	0	2,5	34,5
Student 45	6	6	4	14	3	7,5	5	45,5
Student 46	8	8	6	6	3	5	7,5	43,5
Student 47	10	8	6	16	3	7,5	10	60,5
Student 48	6	10	8	16	3	0	2,5	45,5
Student 49	0	8	6	16	3	0	2,5	35,5
Student 50	10	8	8	16	3	0	2,5	47,5
Student 51	6	8	8	2	3	0	2,5	29,5
Student 52	8	8	10	10	3	0	2,5	41,5

## Continuing of the Description of the Students' Ability in Vocabulary

Student 53	6	6	8	10	3	7,5	7,5	48
Student 54	16	6	4	16	6	0	7,5	55,5
Student 55	6	8	6	10	3	7,5	10	50,5
Student 56	10	6	8	10	3	0	2,5	39,5
Student 57	8	6	8	0	6	0	7,5	35,5
Student 58	12	10	8	16	6	0	5	57
Student 59	12	8	8	10	3	0	2,5	43,5
Student 60	10	6	8	0	0	0	2,5	26,5
Student 61	12	6	10	12	3	0	2,5	45,5
Student 62	12	6	8	0	0	0	2,5	28,5
Student 63	10	6	4	0	6	0	2,5	28,5
Student 64	10	8	8	0	0	0	2,5	28,5
Student 65	8	8	2	2	0	0	2,5	22,5
Student 66	10	8	4	0	0	0	2,5	24,5
Student 67	6	8	10	0	6	0	2,5	32,5
Student 68	8	6	8	0	3	0	2,5	27,5
Student 69	2	6	8	0	6	0	2,5	24,5
Student 70	2	6	8	4	0	0	2,5	22,5
Student 71	12	10	2	0	0	0	2,5	26,5
Student 72	16	10	4	0	0	0	2,5	32,5
Student 73	0	6	8	4	0	0	2,5	20,5
Student 74	8	10	4	6	0	0	2,5	30,5
Student 75	8	8	6	8	3	0	2,5	35,5
Student 76	10	8	6	2	0	0	2,5	28,5
Student 77	10	2	2	2	3	0	2,5	21,5
Student 78	6	6	4	6	3	0	5	30
Student 79	8	4	8	8	3	0	2,5	33,5
Student 80	8	10	8	0	0	0	5	31
Student 81	10	8	0	0	3	0	2,5	23,5
Student 82	8	6	8	16	0	0	2,5	40,5
Student 83	12	8	0	8	3	0	2,5	33,5
Student 84	6	8	10	0	0	0	2,5	26,5
Student 85	10	8	2	0	0	0	2,5	22,5
Student 86	12	8	8	4	0	0	2,5	34,5
Student 87	6	8	0	4	3	0	2,5	23,5
Student 88	12	6	0	8	3	0	2,5	31,5
Student 89	2	2	10	0	3	0	2,5	19,5

## Continuing of the Description of the Students' Ability in Vocabulary

Student 90	2	2	10	2	3	0	2,5	21,5
Student 91	2	2	8	4	3	0	2,5	21,5
Student 92	6	4	4	8	3	0	2,5	27,5
Student 93	12	8	6	10	3	0	2,5	41,5
Student 94	12	8	8	0	3	0	2,5	33,5
Student 95	4	8	8	0	0	0	2,5	22,5
Student 96	8	6	2	10	0	0	2,5	28,5
Student 97	4	6	4	4	0	0	2,5	20,5
Student 98	8	8	6	4	3	0	2,5	31,5
Student 99	10	8	6	4	3	0	2,5	33,5
Student 100	4	8	8	0	0	0	2,5	22,5
Student 101	2	8	8	0	0	0	2,5	20,5
Student 102	6	8	8	10	0	0	2,5	34,5
Student 103	8	8	8	4	3	0	2,5	33,5
Student 104	8	6	2	4	0	0	2,5	22,5
Student 105	4	8	8	0	3	0	2,5	25,5
Student 106	6	6	8	6	6	0	2,5	34,5
<b>Total</b>								<b>3607,5</b>
<b>Mean</b>								<b>34,033</b>

Based on the data above, the total score of 106 at the second semester students of English Education Department In Antasari State Institute for Islamic Studies are 3607,5 and the mean score is 34. 033. This means score can be categorized in “poor” category.

The next table shows the score gotten by whole students based on their test result.

**Table: 4.2 The Frequency Distribution of the Test Result of the Test**

No	Score	Frequence
1	60,5	1
2	57	1
3	56,5	1

## Continuing of the Frequency Distribution of the Test Result of the Test

4	55,5	1
5	54,5	1
6	51,5	1
7	50,5	2
8	48	2
9	47,5	2
10	45,5	3
11	44,5	1
12	43,5	5
13	42,5	1
14	41,5	3
15	40,5	1
16	39,5	5
17	38,5	1
18	37,5	2
19	36,5	2
20	35,5	3
21	34,5	5
22	33,5	11
23	32,5	4
24	31,5	4
25	31	1
26	30,5	2
27	30	1
28	29,5	2
29	28,5	6
30	27,5	5
31	26,5	4
32	25,5	1
33	24,5	3
34	23,5	2
35	22,5	7
36	21,5	4
37	20,5	4
38	19,5	1
<b>Total</b>		<b>106</b>

According to the data above, the highest score is 60.5 and the lowest score is 19.5. The scores are then classified as follows:

**Table: 4.3 Description of Classification in Some Categories**

Score	Category	Frequency	Percentage
80-100	Excellent	0	0 %
60- < 80	Good	1	0,94 %
40-<60	Fair	25	23.58 %
20-<40	Poor	79	74.52 %
0-<20	Very Poor	1	0.94 %
<b>Total</b>		<b>106</b>	<b>100 %</b>

Based on the data above, it can be seen that none student (0 %) obtained excellent score (80 – 100 ), 1 student (0.94 % ) got good score (60-<80), 25 students (23.58 %) got the score between 40-<60) that interpreted as fair, 79 students (74.52 %) got poor score and there is 1 student (0.94 %) who got the score between (0-<20) that is categorized very poor. Thus, most students got poor score (20-<40).

## **2. The students' Dominant Errors in Vocabulary at the Second Semester of English Education Department in Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2012/2013.**

To know about the students' dominant errors in vocabulary, the researcher presents the data based on the test result by writing all the students' dominant errors of each type of the test.

### a. Dominant Errors Analysis

The students' dominant errors in vocabulary can be known by analyze the students' errors. To better understand about the most students' dominant errors in vocabulary can be seen in the next table.

**Table: 4. 4 The Students' Dominant Errors in Vocabulary**

No	Number of Test Items	Kind of Errors	Students Frequency		
			Right	False	Frequency
1	1	Derivation	-	106	100 %
	2	Derivation	6	100	94.33 %
	3	Derivation	-	106	100 %
2	1	Collocation	2	104	98.11 %
	2	Collocation	4	102	96.22 %
	3	Collocation	5	101	95.28 %
3	3	Word Clue	9	97	91.50 %

On the table above, the researcher presented the most students' errors in vocabulary. There are 3 kinds of the vocabulary that students most made error. The first from 3 items derivation, there are 106 students (100%) who answered wrong in question number 1, 100 students (94.3 %), on number 2, there are 106 students (100 %) on number 3. The second from 3 items of collocation, there are 104 students (98.11 %) who answered wrong in question number 1, 102 students (96.22 %) on number 2, 101 students (95.28 %) on number 3. The third from 1 item of word clue, there are 97 students (91.50 %) who answered wrong in question number 3. Thus, the dominant errors in vocabulary is derivation (100 %) who answered wrong in number 1 and 3. It is the highest level of dominant errors.



**Table 4.5 The classification of the Most Students' Dominant Errors in Vocabulary**

No	Kinds of Vocabulary		
	Derivation	Collocation	Word Clue
1	3		
2		3	
3			1

On the table above, the researcher presented the most students' dominant errors in vocabulary. There are 3 kinds of the vocabulary that students most made error. They are collocation, derivation and word clue. The derivation and collocation types are the highest dominant errors, in which there are 3 item tests of each type the students had wrong answers. The second dominant error is collocation type, in which there are 2 test items of this type the students' wrong answer. The third is word clue type, in which there is 1 test item the students had wrong answer.

The researcher also has observed to know how is teaching learning process in the classroom of vocabulary. They are four classes in Vocabulary subject such as A, B, C and D. The first observation was on May 20<sup>th</sup> in class B; June 5<sup>th</sup> in class D; 10<sup>th</sup> (B), 11<sup>st</sup> (A), 12<sup>nd</sup> (D), 13<sup>th</sup> (C).

Based on the observation that has been done by the researcher, it can be concluded that the lecturer explains the material very good, because before the lecturer begins teaching or discussing, the lecturer warmed up asking the students to translate word he said into Indonesian or English language. So, some of the students were active when discussing.

## **B. Discussion**

After finding the data, the researcher discusses all the obtained data to give some considerations on the research. There are subtopic will be discussed, students ability in vocabulary and the dominant errors they have.

### **1. The Students' Ability in Vocabulary at the Second Semester of English Education Department in Antasari State Institute for Islamic Studies Academic Year 2012/2013**

From the previous presented data, it shows none student (0 %) obtains excellent score (80 – 100 ), 1 student (0.94 % ) get good score (60-<80), 25 students (23.58 %) get the score between 40-<60) that interpreted as fair, 79 students (74.52 %) get poor score and there are 1 student (0.94 %) get the score between (0-<20) who get very poor score

The total score is 3607.5 of 106 students with the mean 34. 033 that shows the students' ability in vocabulary at the second semester of English Education Department in Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2012/2013 is in poor category.

Based on the result, the mean score the students had is 34.033 belong to poor catagory. The reason they got poor score maybe caused by limited time to answer the questions. Besides that should prepare to join the next subject. That is possible to make the answer the test is hurry. However the limited time and the hastiness made the students did not focus on answering the test.

**2. The students' Dominant Errors Have In Vocabulary at the Second Semester of English Education Department in Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2012/2013.**

Based on the presented data on the previous sub chapter about the most students' dominant errors they have in vocabulary, the researcher found out that the their dominant errors are collocation and derivation, and word clue. It is shown based only the students who mostly cannot answer the questions of these three types.

As the researcher has explained in the previous chapter or chapter IV, the students' ability in vocabulary is in poor category. It is based on the calculation mean that is 34.033. After analyzing each type of the test, the researcher finally found out that the most students' dominant errors are the test items of collocation and derivation, word clue types. Thus, the three ones are dominant errors the students have in English vocabulary.