

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This subchapter presents the data that have been collected in the research. This research aims to answer the statements of the problems. Therefore, to answer the statements of problems the writer uses test and observation sheet. The researcher conducted the research on Januari 7th – 23nd 2017 at class VII B and Class VII D of MTsN 9 Hulu Sungai Selatan in academic year 2016/2017. The total number between class VII B and VII D was 82 students. The following data presentation shows it:

1. The Pre Test Result about Students' Mastery in Vocabulary of the Seventh Grade at Mtsn 9 Hulu Sungai Selatan in Experiment Class and Control Class

To know the students' mastery in vocabulary before the researcher applying the strategy. The researcher gives written test as pre test for the students in experiment class and control class on Tuesday, Feb 7th 2017. It was done for 70 minutes to answer 30 same questions between for both classes.

a) The Pre Test Result in Experiment Class

Based on the result of pre test of VII B as experiment class, it can be seen in the tables. It shows students' achievement in answering type of test, such as multiple choice, matching, and essay. There are multiple choice consist 15 items, matching consist 10 items, and essay consist 5 items.

Table 4.1. The Students' Pre Test Result in Experiment Class

No	Students	Test Types			Scores
		Multiple Choice	Matching	Essay	
1.	ABF	15	21	12	48
2.	ABK	21	12	9	42
3.	ABM	24	15	12	51
4.	AHM	15	24	10	49
5.	AMI	27	21	17	65
6.	ANR	21	15	11	47
7.	ARO	27	18	20	65
8.	ASA	24	30	17	71
9.	ADS	24	15	12	51
10.	ADY	21	27	6	54
11.	AAR	15	27	18	60
12.	ASM	21	15	6	42
13.	AHY	18	15	15	48
14.	EKM	27	18	15	60
15.	EKR	21	24	7	52
16.	FTM	21	12	18	51
17.	HBL	24	21	5	50
18.	HYT	21	24	18	63
19.	HMN	15	17	5	37
20.	INT	12	21	16	49
21.	IRS	15	15	21	51
22.	ISN	24	18	10	52
23.	KHA	18	27	16	61
24.	MMD	21	18	5	44
25.	MMH	18	15	19	52
26.	MKZ	24	21	14	59
27.	MNS	24	24	5	53
28.	MRF	21	15	5	41
29.	MSF	27	21	7	55
30.	MFD	30	21	19	71
31.	MSH	24	18	16	58
32.	NUM	15	21	13	49
33.	NAF	27	24	15	66
34.	NRS	27	15	22	64
35.	RAD	15	24	8	47
36.	RSD	21	24	10	55
37.	RSM	27	21	12	60
38.	RMA	21	12	5	38
39.	TYB	15	21	20	56
40.	WAZ	21	21	18	60

Continued table 4.1					
41.	SMK	30	24	17	71
Total					2216
Mean Score					54,04

The table 4.1 shows that there are 41 students. For the multiple choice, the highest score is 30, it means the students can correct answer 10 items. The lowest score is 12, It means the students can correct answer 4 items. For the matching, the highest score is 30, it means the students can correct answer 10 items. The lowest score is 12, it means the students can correct answer 4 items. For the essay, the highest score is 22, it means the students can correct answer 5 items, but its not complete. The lowest score is 5, it means the students can correct answer 1 item.

Based on the calculation above, the mean score of pre test is 54,04. (see appendix VI). It can be seen that sudents' mastery in experiment class of the seventh grade at MTsN 9 Hulu Sungai Selatan can be concluded in poor category.

b) The Pre Test Result in Control Class

Based on the result of pre test of VII D as control class, it can be seen in the tables. It shows students' achievement in answering type of test, such as multiple choice, matching, and essay. There are multiple choice consist 15 items, matching consist 10 items, and essay consist 5 items.

Table 4.2 The Students' Pre Test Result in Control Class

No.	Students	Test Types			Scores
		Multiple Choice	Matching	Essay	
1.	AHZ	21	21	5	47
2.	AIS	27	12	10	49
3.	AKJ	21	18	15	54
4.	ADR	27	21	10	58
5.	ANR	27	24	15	66
6.	FSA	24	27	13	64
7.	HSA	21	18	12	51
8.	HSB	18	15	10	43
9.	IWN	21	27	15	63
10.	JND	27	12	5	44
11.	KSP	30	15	18	63
12.	MFZ	18	12	12	42
13.	MZK	27	24	18	69
14.	MAK	24	27	5	56
15.	MAM	21	18	5	44
16.	MIK	21	24	13	58
17.	MKH	24	15	5	44
18.	MKO	24	21	10	55
19.	MNO	27	30	12	69
20.	MRI	24	15	13	52
21.	MSY	27	30	14	71
22.	MRA	21	21	10	52
23.	NNA	27	6	15	48
24.	NFT	21	24	5	47
25.	NIF	27	21	10	58
26.	NUR	27	12	9	48
27.	PTI	24	15	12	51
28.	PAD	21	12	5	38
29.	PDI	24	15	15	54
30.	PZU	30	21	10	61
31.	RHM	27	12	5	44
32.	RMY	21	15	18	54
33.	RMT	27	21	5	53
34.	SFM	21	27	15	63
35.	SFN	27	21	15	63
36.	SMZ	24	9	15	48
37.	SON	24	18	20	62
38.	USM	24	15	5	44
39.	WNT	24	24	15	63
40.	YUL	21	12	10	43

Continued table 4.2					
41.	ZAI	24	15	15	54
Total					2.210
Mean Score					53,90

The table 4.2 shows that there are 41 students. For the multiple choice, the highest score is 30, it means the students can correct answer 10 items. The lowest score is 18, It means the students can correct answer 6 items. For the matching, the highest score is 30, it means the students can correct answer 10 items. The lowest score is 6, it means the students can correct answer 2 items. For the essay, the highest score is 20, it means the students can correct answer 4 items. The lowest score is 5, it means the students can correct answer 1 item.

Based on the calculation above, the mean score of pre test is 53,90. (see appendix VI). It can be seen that students' mastery in control class of the seventh grade at MTsN 9 Hulu Sungai Selatan can be concluded in poor category.

c) Description of the Students' Pre Test in Experiment Class and Control Class of the Seventh Grade at MTsN 9 Hulu Sungai Selatan

The pre test is carried on the first meeting of each class. After the result are calculated, it is found that both classes are in poor category. Then, The description of students' pre test result can be seen on the table below:

Table. 4.3 Description of the Students' Pre Test.

No	Category	Experiment class	Control class
1.	Highest score	71	71
2.	Lowest score	37	38
3.	Mean score	54,04	53,90
4.	Standard Deviation	8,81	8,59

The table 4.3 shows that the highest score in experiment class is 71 and the highest score in control class is 71. The lowest score in experiment class is 37 and the lowest score in control class is 38. The mean score in experiment class is 54,04 and the mean score in control class is 53,90. The standard deviation in experiment class is 8,81 and the standard deviation in control class is 8,59. Based on highest score, lowest score, mean and standard deviation between experiment class and control class is not too different.

2. The Post Test Result about the Students' Mastery in Vocabulary of the Seventh Grade at Mtsn 9 Hulu Sungai Selatan in Experiment Class and Control Class

Before the researcher knows the students' mastery in vocabulary by using vocabulary notebook, the researcher asks the teacher to teach the students by using vocabulary notebook in experiment class and without using vocabulary notebook in control class. For this research, the researcher needs 3 weeks to do, the first meeting on Februari, 9th 2017, the second meeting on Februari, 16th 2017, and the third meeting on Februari, 21st 2017. To know the actively in teaching and learning English process has been done through (1) Observation of teacher's activity, (2) Observation of students' activity.

1) Observation of teacher's activity

Observation is one of instruments used in this research. Each meeting, teacher in teaching and learning during 2 x 40 minutes. The teacher's activity in teaching and learning English by using vocabulary notebook in experiment class, it can be seen in table:

Table 4.4 Observation sheet for teachers' activity

No	Teacher's activity	Meeting I		Meeting II		Meeting III	
		Yes	No	Yes	No	Yes	No
1.	Check out the students' notebook	✓		✓		✓	
2.	Write "Topic" that will be discussed		✓		✓	✓	
3.	Ask the students write definition/function of vocabulary in student's notebook	✓		✓		✓	
4.	Ask the students make sentence by using new vocabularies		✓	✓		✓	
5.	Ask the students to discuss the new vocabulary with one another or open dictionary	✓		✓		✓	
6.	Help the students to reinforce/review new vocabulary	✓		✓		✓	
7.	Evaluate the students' vocabulary at the last lesson.		✓	✓		✓	
8.	Give homework to write 5 new vocabularies.	✓		✓		✓	

Note: Obtained score/max x 100 = score

Table 4.4 shows that the teacher's activity in teaching and learning process of meeting I in doing some activities, such as (a) Check out the students' notebook, (b) Ask the students write definition/function of vocabulary in student's notebook, (c) Ask the students to discuss the new vocabulary with one another or open dictionary, (d) Help the students to reinforce/review new vocabulary, (e) Give homework to write 5 new vocabularies. Activities in meeting II, such as (a) Check out the students' notebook, (b) Ask the students write definition/function of vocabulary in student's notebook, (c) Ask the students make sentence by using new

vocabularies, (d) Ask the students to discuss the new vocabulary with one another or open dictionary, (e) Help the students to reinforce/review new vocabulary, (f) Evaluate the students' vocabulary at the last lesson, and (g) Give homework to write 5 new vocabularies. Activities in meeting III, such as (a) Check out the students' notebook, (b) Write "Topic" that will be discussed, (c) Ask the students write definition/function of vocabulary in student's notebook, (d) Ask the students make sentence by using new vocabularies, (e) Ask the students to discuss the new vocabulary with one another or open dictionary, (f) Help the students to reinforce/review new vocabulary, (g) Evaluate the students' vocabulary at the last lesson, and (h) Give homework to write 5 new vocabularies.

Meanwhile, the teacher not active participation in teaching and learning process of meeting I doing some activities, such as (a) Write topic that will be discussed, (b) Ask the students make sentence by using new vocabulary, and (c) Evaluate the students' mastery in vocabulary at the last lesson. In meeting II who are not active in doing activity, such as (a) write topic that will be discussed.

The researcher uses the accounting of percentage score as follows: $\text{Obtained score} / \text{max} \times 100 = 20/24 \times 100\% = 83,33\%$. Based on the result calculating, it can be seen that the teacher's activity in all every meeting is in very good category. The data of the table shows that the teacher very active in teaching and learning process.

2) Observation for students' activity

The students have some activities in the classroom which can make the students active in learning English. Students learn more when they participate in the process of learning. The students' activity in learning English by using vocabulary notebook, it can be seen in table:

Table 4.5 Observation sheet for students' activity

No	Students' activity	Meeting I		Meeting II		Meeting III	
		Yes	No	Yes	No	Yes	No
1.	The students pay attention to the lesson that use vocabulary notebook.	✓		✓		✓	
2.	The students interested to learn English.	✓		✓		✓	
3.	The students can respond to the teacher instruction	✓		✓		✓	
4.	The students actively participate in learning English.	✓		✓		✓	
5.	The students will be easier to know the meaning of words by using vocabulary notebook.	✓		✓		✓	
6.	The students will be easier to know the definition or function of words by using vocabulary notebook.		✓	✓		✓	
7.	The students will be easier to know the things or object of words by using vocabulary notebook.		✓	✓		✓	
8.	The students can understand the topic/material well by using vocabulary notebook.		✓	✓		✓	

Note: $\text{Obtained score}/\text{max} \times 100 = \text{score}$

The table 4.5 shows that the students active participation in teaching and learning process of meeting I in doing some activities, such as (a) the students pay attention to the lesson that use vocabulary notebook, (b) the students interested to learn English, (c) the students can respond to the teacher instruction (d) the students actively participate in learning English, and (e) the students will be easier to know the meaning of words by using vocabulary notebook. In meeting II and meeting III doing some activities, such as (a) the students pay attention to the lesson that use vocabulary notebook, (b) the students interested to learn English, (c) the students can respond to the teacher instruction, (d) the students interested to learn English, (e) the students will be easier to know the meaning of words by using vocabulary notebook, (f) the students will be easier to know the definition or function of words by using vocabulary notebook, (g) the students will be easier to know the things or object of words by using vocabulary notebook, and (h) the students can understand the topic/material well by using vocabulary notebook.

Meanwhile, the students not active participation in meeting in teaching and learning process of meeting I, such as (a) the students will be easier to know the definition or function of words by using vocabulary notebook, (b) the students will be easier to know the things or object of words by using vocabulary notebook, and (c) the students will be easier to know the things or object of words by using vocabulary notebook.

The researcher uses the accounting of percentage score as follows:
 Obtained score/ max x 100 = $21/24 \times 100\% = 87,5\%$. Based on the result calculating, it can be seen that the students' activity in all every meeting is in very good category. The data of the table shows that the students very active in teaching and learning process.

a) The Post Test Result in Experiment Class

Based on the result of post test of VII B as experiment class, it can be seen in the tables. It shows students' achievement in answering type of test, such as multiple choice, matching, and essay. There are multiple choice consist 15 items, matching consist 10 items, and essay consist 5 items.

Table 4.6. The students' post test result in experiment class

No.	Students' Initial	Test Types			Scores
		Multiple Choice	Matching	Essay	
1.	ABF	33	30	22	85
2.	ABK	36	30	20	86
3.	ABM	33	30	20	83
4.	AHM	27	30	23	80
5.	AMI	33	27	19	79
6.	ANR	30	30	19	79
7.	ARO	42	30	20	92
8.	ASA	33	30	22	85
9.	ADS	33	27	18	78
10.	ADY	27	30	22	79
11.	AAR	33	30	23	85
12.	ASM	27	30	20	77
13.	AHY	36	24	20	80
14.	EKM	36	24	20	80
15.	EKR	36	30	20	86
16.	FTM	36	24	22	82
17.	HBL	27	30	21	78
18.	HYT	33	30	21	84
19.	HMN	33	24	20	77
20.	INT	36	30	15	81
21.	IRS	27	30	22	79

22.	ISN	33	30	20	83
23.	KHA	30	20	22	82
24.	MMD	33	30	17	80
25.	MMH	27	30	21	78
26.	MKZ	33	30	22	85
27.	MNS	33	30	23	86
28.	MRF	36	30	23	89
29.	MSF	39	30	21	90
30.	MGD	36	30	23	89
31.	MSH	33	30	20	83
32.	NUM	39	24	21	84
33.	NAF	39	30	25	94
34.	NRS	33	30	23	86
35.	RAD	30	30	20	80
36.	RSD	30	30	22	82
37.	RSM	33	30	22	85
38.	RMA	36	30	15	84
39.	TYB	33	24	22	79
40.	WAZ	30	30	21	81
41.	SMK	42	30	23	95
Total					3407
Mean Score					83,09

The table 4.6 shows that there are 41 students. For the multiple choice, the highest score is 42, it means the students can correct answer 14 items. The lowest score is 27, It means the students can correct answer 9 items. For the matching, the highest score is 30, it means the students can correct answer 10 items. The lowest score is 24, it means the students can correct answer 8 items. For the essay, the highest score is 25, it means the students can correct answer 5 items. The lowest score is 15, it means the students can correct answer 3 items.

Based on the calculation above, the mean score of pre test is 83,09. (see appendix VI). It can be seen that students' mastery in experiment class of the seventh grade at MTsN 9 Hulu Sungai Selatan can be concluded in very good category.

b) The Post Test Result in Control Class

Based on the result of post test of VII D as control class, it can be seen in the tables. It shows students' achievement in answering type of test, such as multiple choice, matching, and essay. There are multiple choice consist 15 items, matching consist 10 items, and essay consist 5 items.

Table. 4.7 The students' post test result in control class

No.	Students' Initial	Test Types			Scores
		Multiple Choice	Matching	Essay	
1.	AHZ	27	30	13	70
2.	AIS	30	24	18	72
3.	AKJ	24	30	10	64
4.	ADR	27	30	20	77
5.	ANR	33	30	15	78
6.	FSA	27	27	23	77
7.	HSA	24	24	22	70
8.	HSB	30	30	15	75
9.	IWN	33	24	20	77
10.	JND	27	24	18	69
11.	KSP	30	30	19	79
12.	MFZ	27	24	20	71
13.	MZK	30	30	22	82
14.	MAK	27	30	21	78
15.	MAM	27	27	20	74
16.	MIK	30	30	20	80
17.	MKH	21	24	15	60
18.	MKO	33	30	22	85
19.	MNO	33	30	15	78
20.	MRI	30	30	12	77
21.	MSY	30	30	20	80
22.	MRA	36	21	19	76
23.	NNA	30	30	15	75
24.	NFT	30	30	23	83
25.	NIF	30	24	15	69
26.	NUR	24	30	18	72
27.	PTI	33	30	20	83
28.	PAD	27	30	15	72
29.	PDI	27	30	18	75
30.	PZU	36	30	20	86

31.	RHM	27	24	21	72
32.	RMY	30	24	22	76
33.	RMT	27	30	20	77
34.	SFM	30	30	11	71
35.	SFN	33	30	13	76
36.	SMZ	27	24	18	69
37.	SON	30	30	20	80
38.	USM	30	30	13	73
39.	WNT	30	30	21	81
40.	YUL	27	24	20	71
41.	ZAI	27	30	16	73
Total					3.083
Mean Score					75,19

The table 4.7 shows that there are 41 students. For the multiple choice, the highest score is 36, it means the students can correct answer 12 items. The lowest score is 21, It means the students can correct answer 7 items. For the matching, the highest score is 30, it means the students can correct answer 10 items. The lowest score is 24, it means the students can correct answer 8 items. For the essay, the highest score is 23, it means the students can correct answer 5 items, but its not complete. the lowest score is 10, it means the students can correct answer 2 items.

Based on the calculation above, the mean score of pre test is 75,19. (see appendix VI). It can be seen that students' mastery in control class of the seventh grade at MTsN 9 Hulu Sungai Selatan can be concluded in good category.

c) Description of Students' Post Test in Experiment Class and Control Class

The students' post test result, it can be seen from the post test score which is given in the end of the meeting. After are calculated, it is found that both classes in very good category in experiment class and good category in control class. The

description of students' post test in experiment class and control class can be seen on the table:

Table 4.8. Description of the Students' Post Test

No.	Category	Experiment class	Control class
1.	Highest score	95	86
2.	Lowest score	77	60
3.	Mean	83,09	75,19
4.	Standard Deviation	4,33	5,40

The table 4.9 shows that the highest score in experiment class is 95 and the highest score in control class is 86. The lowest score in experiment class is 77 and the lowest score in control class is 60. The mean in experiment class is 83,09 and the mean in control class is 75,19. The standard deviation in experiment class is 4,33 and the standard deviation in control class is 5,40. Based on highest score, lowest score, mean and standard deviation between experiment class and control class is different.

a) Frequency distribution of the students' post test result in experiment class

No.	Score	Frequency	Percentage	Category
1.	80 – 100	31	75,6%	Very Good
2.	70 - <80	10	24,4%	Good
3.	60 - <70	0	0%	Fair
4.	50 - <60	0	0%	Poor
5.	0 - <50	0	0%	Very poor

From the table above, it can be seen that there are no one students (0%) whose score are around 0 - <50 that classified in very poor category. There are no one students (0%) whose score are around 50 - <60 that classified in poor category.

There are no one students (0%) whose score are around 60 - <70 that classified in fair category. There are 10 students from 41 students (24,4%) whose score are around 70 - <80 that classified in good category. And there are 31 students from 41 students (75,6%) whose score are around 80 – 100 that classified in very good category.

b) Frequency distribution of the students' post test result in control class

No.	Score	Frequency	Percentage	Category
1.	80 – 100	9	21,9%	Very Good
2.	70 - <80	27	65,9%	Good
3.	60 - <70	5	12,2%	Fair
4.	50 - <60	0	0%	Poor
5.	0 - <50	0	0%	Very poor

From the table above, it can be seen that there are no one students (0%) whose score are around 0 - <50 that classified in very poor category. There are no one students (0%) whose score are around 50 - <60 that classified in poor category. There are 5 students (12,2%) whose score are around 60 - <70 that classified in fair category. There are 27 students from 41 students (65,9%) whose score are around 70 - <80 that classified in good category. And there are 9 students from 41 students (21,9%) whose score are around 80 – 100 that classified in very good category.

B. Discussion

The purpose of the study is to find out the effectiveness of using vocabulary notebook in teaching and learning English of the seventh grade at MTsN 9 Hulu Sungai Selatan. The researcher uses comparative study between experiment

class by using vocabulary notebook and control class without using vocabulary notebook, the researcher uses “t-test”. After all the collected data have processed, the researcher analyzes them and makes conclusion by using “t-test” formula.

The researcher calculates the mean score between experiment class and control class of the post test,. After the calculated (See appendix VI), the mean score in experiment class is 83,09 and the mean score in control class is 75,19. Then, the researcher counts standard deviation. Standard deviation is a measure of the dispersion of a set of data from its mean. For the standard deviation in experiment class is 4,33 and the standard deviation in control class is 5,40. After that, the researcher counts standard error. For the standard error in experiment class is 0,68 and the standard error in control class is 0,85. From both subject the total standard error is 1,08. Later, the researcher counts t-test. t-test score is 7,31. After having the t-test score , look at the t-table by counting the degree of freedom. The researcher found the df (degree of freedom), which is 80 and then consult with t table.

1. The effectiveness of using vocabulary notebook in teaching and learning English of the seventh grade at MTsN 9 HSS academic year 2016/2017

Based on the calculating mean students’ score of pre test result is 58,05 and the mean students’ score of post test result is 83,09. It means, using vocabulary notebook in teaching and learning English is in very good category. From the observation of teacher’s participation shows percentage score is 83,33%, Its concluded in very good category. The data of the table shows that the teacher is very active in teaching and learning process. On other hand, from the observation of students’ participation shows percentage score is 87,5%, its concluded in very

good category. The data of the table shows that the students are very active in learning vocabulary.

After the presented data on the previous subchapter shows that in post test, there are no one students (0%) whose score are around 0 - <50 that classified in very poor category. There are no one students (0%) whose score are around 50 - <60 that classified in poor category. There are no one students (0%) whose score are around 60 - <70 that classified in fair category. There are 10 students from 41 students (24,4%) whose score are around 70 - <80 that classified in good category. And there are 31 students from 41 students (75,6%) whose score are around 80 – 100 that classified in very good category.

2. The effectiveness without using vocabulary notebook in teaching and learning English of the seventh grade at MTsN 9 HSS academic year 2016/2017

Based on the calculating mean students' score of pre test result is 53,90 and the mean students' score of post test result in control class is 75,19 from 41 students. It means, using vocabulary notebook in teaching and learning English is in good category. After the presented data on the previous subchapter shows that in post test, there are no one students (0%) whose score are around 0 - <50 that classified in very poor category. There are no one students (0%) whose score are around 50 - <60 that classified in poor category. There are 5 students (12,2%) whose score are around 60 - <70 that classified in fair category. There are 27 students from 41 students (65,9%) whose score are around 70 - <80 that classified in good category. And there are 9 students from 41 students (21,9%) whose score are around 80 – 100 that classified in very good category.

3. The difference in teaching and learning English between experiment class which taught by using vocabulary notebook and control class which taught without using vocabulary notebook

The difference in teaching and learning English between experiment class which taught by using vocabulary notebook and control class which taught without using vocabulary notebook is significant. From the statistical measurement above shows that H_0 (Null Hypothesis) is not accepted or rejected; H_a (Alternative Hypothesis) is accepted, because value of t_{test} is higher than of t_{table} (value of critic "t"). $t_{table} (5\% = 1,99) < T_{test} (7,31) > t_{table} (1\% = 2,64)$.

Vocabulary notebook has some benefit for the students, such as help students to understand the vocabulary, and memorize the vocabulary. It is also help students to be more joyful, interest, and enthusiastic teaching and learning process. Fowle (2002, p. 283) said that the students keeping vocabulary notebook helps teachers learn about their students' progress in learning vocabulary. Because in teaching and learning process, the teacher should doing test based on vocabulary in their notebook.

The researcher gives the interpretation that using vocabulary notebook can effect in teaching and learning English. Therefore, based on the result of the research in teaching and learning English by using vocabulary notebook is better than in teaching and learning English without using vocabulary notebook. Finally, findings revealed that using vocabulary notebook made more effective in teaching and learning English and it can be used in improving students' mastery in vocabulary.