**CHAPTER IV**

**RESULTS AND DISCUSSION**

In this chapter focuses on presenting a results of the data analysis the basic of the result of the data analysis three main topicswith be discussed of Data Description, Hyphothesis Testing, Discussion and others.

**4.1 The Description of Data**

The data was analyzed by quantitative data. The quantitative data were taken from the mean of the students’ score in taking vocabulary test. The researcher wanted to know whether there was a higher score tenth grade students among before and after using techique story to enhance vocabulary.

The pre-test was held in March 9th , 2020. Before doing the post-test the researcher did the treatments for experimental class. The post-test which was held in March 21th , 2020.

**4.2 Reseach Implementation (Procedure)**

Before conducting the research, firstly the reseacher asked the headmaster’s and English teacher permission of the school. After having the permission, the researcher conducted through the following steps:

1. Determining the subject of research, namely the student at the tenth grade of SMA Negeri 1 Galang.
2. Introducing the material before the reseacher gave pre-test.
3. The pre-test designing to know how far students’ vocabulary before they had treatment.
4. Analyzing the data gotten the pre-test.
5. Giving the treatment with using techique story telling through movie “

I was Born and Raised in Jail” which had been implemented in teahing and learning vocabulary.

1. The students listening and see object.
2. Taking part in the story telling by repeating key vocabulary items and phrases.
3. Re-explain the content of movie and giving students time to relate what they hear and see.
4. After the treatment was done the researcher give pre-test.
5. During the students accomplish pre-test, researcher ask some question as interviewed.
6. The data gotten through post-test analyzed by using stastic formula.
7. Reporting the result of the research.

Some steps of procedure which using the researcher support by Brewester in Izzah (2015) to teaching vocabulary.

**4.3 Results of the Research**

**4.3.1 Result of Pre-test**

The pre-test was given on March 9th , 2020. It was the first meeting, the researcher conducted pre-test in order to find out the previous students’ ability on vocabulary. The pre-test was administrated to know students’ vocabulary before the treatment given. It can be seen from the pre-test score of students’ vocabulary in the control class and experimental class.

**The Result of the Pre-test in Control Class**

**Figure 4.3.1(1)**

**Frequensy**

**of students’ score**

Based on the figure 4.3.1(1) it could be seen that there were 1 student who got score 45, and another 1 student who got score 50, 5 students who got score 55, 3 students who got score 60, 8 students who got score 65, 7 students who got score 70, and last 5 students who got score 75. The mean of pre-test 64.5, N was 30. N is total students, the lowest score was 45 and highest was 75. It showed students’ vocabulary ability in earlier knowledge before they get treatment.

**The Result of the Pre-test in Experimental Class**

**Figure 4.3.1(2)**

**Frequensy**

**of students’ score**

Based on the figure 4.3.1(2) it could be seen that there were 1 student who got score 45, and 2 students who got score 50, 6 students who got score 55, 7 students who got score 60, 6 students who got score 65, 5 students who got score 70, and last 3 students who got score 75. The mean of pre-test 62 , N was 30. N is total students, the lowest score was 45 and highest was 75. It showed students’ vocabulary ability in earlier knowledge before they get treatment.

**4.3.2 Result of Post-test**

The post-test was given March 21th , 2020. The researcher conducted the post-test in order to know students’ vocabulary ability after the treatments was given. The researcher want students got new vocabulary or not. It can be seen from the post-test score of students’ vocabulary among the control class and experimental class.

**The Result of the Post-test in Control Class**

**Figure 4.3.2(1)**

**Frequensy**

**of students’ score**

Based on the figure 4.3.2(1) it could be seen that there were 4 students who got score 65, and 6 students who got score 70, 9 students who got score 75, and last 11 students who got score 80. The mean of post-test 74,5 N was 30. N is total students, the lowes stcore was 65 and highest was 80. It showed students score after the researcher done in class control with method conventional example English text book or ordinary teaching that use teacher English usually in class.

**The Result of the Post-test in Experimental Class**

**Figure 4.3.2(2)**

**Frequensy**

**of students’ score**

Based on the figure 4.3.2(2) it could be seen that there were 1 student who got score 80, and 9 students who got score 85, 12 students who got score 90, and last 8 students who got score 95. The mean of post-test 89,5 N was 30. N is total students, the lowest score was 80 and highest was 95. It showed students score after the researcher give treatment in experimental class with story telling technique in animation“I was Born and Raised in Jail”.

**4.4 The Data Analaysis**

**4.4.1 The Data Analysis Control Class**

**TABEL 4.1**

**The Result Data Analysis Control Class**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Initial** | **Score**  **Pre-test** | **Score**  **Post-test** | **Post-pre**  **(d)** | **100-**  **Pre** | **N-**  **Gain** | **Ngain**  **100%** | **Creteria** |
| 1 | A | 50 | 75 | 25 | 50 | 0,50 | 50 | Medium |
| 2 | ABA | 65 | 75 | 10 | 35 | 0,29 | 29 | Low |
| 3 | ADY | 65 | 70 | 5 | 35 | 0,14 | 14 | Low |
| 4 | AN | 55 | 70 | 15 | 45 | 0,33 | 33 | Medium |
| 5 | APFN | 60 | 65 | 5 | 40 | 0,13 | 13 | Low |
| 6 | AS | 75 | 80 | 5 | 25 | 0,20 | 20 | Low |
| 7 | BSP | 70 | 75 | 5 | 30 | 0,17 | 17 | Low |
| 8 | CMW | 75 | 80 | 5 | 25 | 0,20 | 20 | Low |
| 9 | DAH | 65 | 70 | 5 | 35 | 0,14 | 14 | Low |
| 10 | DAP | 55 | 70 | 15 | 45 | 0,33 | 33 | Medium |
| 11 | DS | 70 | 75 | 5 | 30 | 0,17 | 17 | Low |
| 12 | DSU | 75 | 80 | 5 | 25 | 0,20 | 20 | Low |
| 13 | DW | 55 | 65 | 10 | 45 | 0,22 | 22 | Low |
| 14 | IA | 70 | 80 | 10 | 30 | 0,33 | 33 | Medium |
| 15 | JAR | 70 | 80 | 10 | 30 | 0,33 | 33 | Medium |
| 16 | JS | 55 | 75 | 20 | 45 | 0,44 | 44 | Medium |
| 17 | MDP | 75 | 80 | 5 | 25 | 0,20 | 20 | Low |
| 18 | MIT | 70 | 80 | 10 | 30 | 0,33 | 33 | Medium |
| 19 | NA | 60 | 70 | 10 | 40 | 0,25 | 25 | Low |
| 20 | NF | 65 | 80 | 15 | 35 | 0,43 | 43 | Medium |
| 21 | NHS | 65 | 75 | 10 | 35 | 0,29 | 29 | Low |
| 22 | NN | 70 | 75 | 5 | 30 | 0,17 | 17 | Low |
| 23 | NS | 75 | 80 | 5 | 25 | 0,20 | 20 | Low |
| 24 | NYB | 70 | 80 | 10 | 30 | 0,33 | 33 | Medium |
| 25 | RF | 55 | 75 | 20 | 45 | 0,44 | 44 | Medium |
| 26 | RP | 60 | 65 | 5 | 40 | 0,13 | 13 | Low |
| 27 | SP | 65 | 80 | 15 | 35 | 0,43 | 43 | Medium |
| 28 | SR | 45 | 65 | 20 | 55 | 0,36 | 36 | Medium |
| 29 | SSA | 65 | 70 | 5 | 35 | 0,14 | 14 | Low |
| 30 | TDL | 65 | 75 | 10  35 | | 0,29 | 29 | Low |

Determining mean of the test result students in control class. The following is the calculating of mean.

M = M =

= =

= 64,5 = 74,5

According Herlanti ( 2014 :74) with use technique analysis *gain-test* data to calculation score *gain (g)* :

*g* =

According Heke in Joko (2012) The gain value obtained is categorized according to the assessment in the following table :

**Criteria Score *Gain***

**Tabel 4.2**

|  |  |
| --- | --- |
| **Score *g*** | **Criteria** |
| *g* 0,7 | High |
| 0,7 ≥ *g*  0,3 | Medium |
| *g ≤* 0,3 | Low |

Increased understanding of students is categorized medium as a gain between 0,7 and not higher 0,3 while for categorized high the score gain must more 0,7 and low categorized score gain more less 0,3.

ifgainvalue in categorized percentage as follows :

High : *g* 0,7 or expressed in percent *g* 70

Medium : 0,7 ≥ *g*  0,3 or expressed in percent 30 ≥ *g* 70

Low : *g ≤* 0,3 or expressed in percent *g ≤* 30

**4.4.2 The Data Analysis Control Class**

**TABEL 4.3**

**The Result Data Analysis Control Class**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Initial** | **Score**  **Pre-test** | **Sore**  **Post-test** | **Post-pre**  **(d)** | **100-**  **Pre** | **N-Gain** | | **Ngain**  **100%** | **Creteria** |
| 1 | A | 55 | 90 | 35 | 45 | 0,78 | | 78 | High |
| 2 | AF | 75 | 95 | 20 | 25 | 0,80 | | 80 | High |
| 3 | AK | 55 | 80 | 25 | 45 | 0,56 | | 56 | Medium |
| 4 | AM | 65 | 85 | 20 | 35 | 0,57 | | 57 | Medium |
| 5 | APA | 65 | 90 | 25 | 35 | 0,71 | | 71 | High |
| 6 | ARZ | 70 | 85 | 15 | 30 | 0,50 | | 50 | Medium |
| 7 | BCC | 60 | 95 | 35 | 40 | 0,88 | | 88 | High |
| 8 | CN | 70 | 90 | 20 | 30 | 0,67 | | 67 | Medium |
| 9 | CW | 60 | 85 | 25 | 40 | 0,63 | | 63 | Medium |
| 10 | DAP | 70 | 90 | 20 | 30 | 0,67 | | 67 | Medium |
| 11 | DAS | 65 | 85 | 20 | 35 | 0,57 | | 57 | Medium |
| 12 | DLA | 60 | 90 | 30 | 40 | 0,75 | | 75 | High |
| 13 | IF | 55 | 90 | 35 | 45 | 0,78 | | 78 | High |
| 14 | KN | 70 | 95 | 25 | 30 | 0,83 | | 83 | High |
| 15 | MDH | 65 | 95 | 30 | 35 | 0,86 | | 86 | High |
| 16 | MK | 45 | 85 | 40 | 55 | 0,73 | | 73 | High |
| 17 | MM | 70 | 95 | 25 | 30 | 0,83 | | 83 | High |
| 18 | NA | 65 | 90 | 25 | 35 | 0,71 | | 71 | High |
| 19 | NIS | 50 | 90 | 40 | 50 | 0,80 | | 80 | High |
| 20 | NLS | 50 | 90 | 40 | 50 | 0,80 | | 80 | High |
| 21 | NMH | 55 | 85 | 30 | 45 | 0,67 | | 67 | Medium |
| 22 | NON | 60 | 85 | 25 | 40 | 0,63 | | 63 | Medium |
| 23 | NR | 65 | 90 | 25 | 35 | 0,71 | | 71 | High |
| 24 | RAB | 60 | 85 | 25 | 40 | 0,63 | | 63 | Medium |
| 25 | RA | 60 | 90 | 30 | 40 | 0,75 | | 75 | High |
| 26 | RF | 75 | 95 | 20 | 25 | 0,80 | | 80 | High |
| 27 | SHN | 60 | 95 | 35 | 40 | 0,88 | | 88 | High |
| 28 | SD | 75 | 95 | 20 | 25 | 0,80 | | 80 | High |
| 29 | SA | 55 | 90 | 35 | 45 | 0,78 | | 78 | High |
| 30 | TS | 55 | 85 | 30 | 45 | 0,67 | | 67 | Medium |
|  | | | | | | |

Determining mean of the test result students in control class. The following is the calculating of mean.

M = M =

= =

= 62 = 89,5

**4.4.3 Technique of Analysis Data**

From the table, the students’ vocabulary ablity in English lesson increased. The calculation are analyzed by using the following formulation of t-test Sugiyono (2017 : 273) :

t =

=

=

=

=

=

= 12,14

**4.4.4 Analysis T-test (Independets Sample Test)**

**Tabel 4.4**

| **Independent Samples Test** |
| --- |

|  |  | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | |  | | | | | 95% Confidence Interval of the Difference | |
|  |  | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std.Error Difference | Lower | Upper |
| Hasil Belajar | Equal variances assumed | 1.985 | .164 | -12.109 | 58 | .000 | -15.000 | 1.239 | -17.480 | -12.520 |
| Equal variances not assumed |  |  | -12.109 | 55.212 | .000 | -15.000 | 1.239 | -17.482 | -12.518 |

Based the data above, the table consist difference test two sample. The average which presented known in the column *Lavene’s Test for Equality of Variances* had significance value in the amount of 0,164 ( *p* 0,5). It is showed two sample had same variants that same. Then, used to compare the average population( *T-test for Equality of Means*) in examination *t-test* must with *equal variance assumed* obtained *t* value amount -12109 there are significant different of students vocabulary between control and experimental group.

**4.4.5 The Result Validity and Reability**

**4.4.5.1 Validity**

Frankel in Puspitaningrum (2017) said that validity refers to the appropriateness, meaningfullness, correctness, and usefulness of the inference a researcher make. Based on the statement validity is most important idea to consider when preparing or selecting an instrument for used. A test can be said valid if the test measures suitable with the criteria.

The test was adapted with the student’s book that consist material that taught to students. Therefore, the instrument of the test must be agreed with objectives of learning in the school which is based lesson plan and curiculum.

**4.4.5.2 Reability**

The calculation reability by using the following formulation :

Ri =

=

=

= 5,4

By, calculation it, we known that the reliability of the test is 3,9. Based on the level of reliability of a test, the reliability is very high.

**4.5 Result of Hypothetical Test**

The researcher tested the hypothetical test using parametrical statistic, independent sample t-test. The hypothesis formula are :

**Ha > Ho**

Story telling technique through animation movie “ I was Raised and Born in Jail” is effective to increase on students’ vocabulary

The criteria the hypothesis for Hypothetical test was :

Ha is accepted is if *Sig*. ≥ α 0.05

Ho is acceptance is if *Sig.* < α 0.05

**Tabel 4.5**

**The Result of Hypothetical Test**

|  |  |  |
| --- | --- | --- |
| T | Df | Sig.(2-failed) |
| -12.109 | 58 | .000 |

Based on the result obtained in the independent sample t-test in the table that the value Sig.(Pvalue) = 0,00 ≥ α 0.05. So, Ho is rejected and Ha is accepted. Based on the computation, it could be concluded that there was significant effect of vocabulary with story telling technique through animation movie “ I was Raised and Born in Jail” at the tenth grade SMA Negeri 1 Galang in Academic of 2019/2020.

Story telling technique is effective more than conventional technique student to enhance or improve their vocabulary.

**4.6 Discussion**

The beginning of the research, the pre-test was conducted on March 21th , 2020. For class X IPS 3 as experimental class and X IPS2 as control class. The pre-test was administered to know students’ vocabulary ability in mastery English before they were given treatment by researcher.

Having analyzed the students’ developing in vocabulary, the researcher notied that technique story telling through animation movie “ I was Born and Raisedin Jail” is very helpful to memorize vocabulary in the first Senior High School class. It can be proved from the test result. The results more better when used the technique.

The pre-test test class control, the mean score was 64,5 while pre-test experimental class was 74,5 Although it shows difference between the two means, the result shows that the pret-test experimental was better than the pre-test control class.

The first meeting to treatment experimental class, the lesson begun by greeting and introducing herself. Then the researcher asked the student kind vocabulary and how to distinguish noun, verb and adjective word. Afte having the result of pre-test, the researcher made a list of asking and giving the expression of opinion. The students still felt difficulties to memorize English vocabulary the researcher asked students to note how much their vocabulary. The result amount of note is 50 until 80 vocabulary and they not know what is kind vocabulary.

For class control the researcher only used conventional method with text book. The result are students X IPS 2 as control class got addition vocabulary like 10-20 word because they felt familiar with word in text book it is make they ignored importence word to be memorize.

The researcher is considered that vocabularies which are found in movie “ I was Born and Raised in Jail” like : “prisoners die dreaming”, “she went to prison”, “it is wrong”, “the voice of the burglar,” “the sound of the gun”, “ my mom approached me” The word appear in movie but student must focus kind of word like the sentece above including noun.

Beside that, another word that include verb vocabulary in movie such as : “that turned her life upside”, “that was growing inside”, “my grandmother screamed at her”, “looked out for mom”, “she treated me”, “bring me clothes”. For adjective word in appear movie are : “she was a useless coward”, “exhaustion and pain”, “they were suspiciously”, “I was so mad”, “there are bad people”, “desperation and frustration”.

In experimental class the researcher gave explanation about used animation movie” I was Born and Raised in Jail movie”. Researcher must ensure that students had been understood about animation movie, she tried show turn animation and asked students to watch and note some vocabulary from movie. After watching animation researcher give treatment story telling technique such as retell story and also asked students to noted vocabulary that got it from researher.

Then researcher explain again about difference kind of vocabulary and tried interviewing students during done post test. The result of interviewed that researcher got from class X IPS 3 are students argued story telling can enhance their vocabulary and felt enthusiasm to listen story. Students were easy understand clearly about material what they learned.

The students interested and focused using media like movie in learning English. The story that used researcher can motivate student and had moral value. The students more understood story from movie rather than text book. The story telling technique make a good effect in understanding material and students more many vocabularies they got before. Story telling technique were highly involved to enhance vocabulary students process

The result of the research that was done by the researcher showed that there was effect of story telling technique in animation movie “ I was Born and Raised in jail” at the second semester of tenth grade of SMA Negeri 1 Galang. The result has supported that was done Herni Muliani and Dewi Nur Halimah that story telling to improve vocabulary had been successful to increase students’ language skill. It means this research has enriched the theory about story telling.