

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter discusses the analysis of each activity. The researcher explains the research finding, data analysis, and the discussion about the findings.

#### **A. Research findings**

##### **1. The Research Result on July 24<sup>th</sup> 2012**

Pretest is conducted on the July 24<sup>th</sup> 2012 at 09.30-10.30 a.m.

Pretest is done to know the students' competence in mastering English vocabulary before the use of Microsoft PowerPoint as a teaching media.

Pretest is done by 35 students of 7A class at SMP Bahrul Ulum, Surabaya. The pretest questions consist of 20 questions which use three types of question. The first type of questions consists of 5 gaps filling, 5 completions, and 10 rearrangements. The topic of the test is profession because the material is chosen by the English teacher of the school. In this test, the researcher wants to know the students' vocabulary mastery.

For the Pretest, the researcher gives 0 score for the wrong answer, and 5 score for the correct answer. This scoring technique is applied for all of questions.<sup>37</sup> The researcher calculates the sum of the correct answer and counts the total score.

The result of the pretest can be seen in the table below:

**Table 3**  
**Pretest Result**

No	Student's Name	Score of Test			Total Score
		Test I	Test II	Test III	
1	Abdullah Nasih Ulwan	10	20	35	65
2	Afrizal Choriswanto	10	20	30	60
3	Aldilla Ayu T.D	15	20	35	70
4	Alvin Prakatama	15	20	30	65
5	Bagus Ravinsyah	10	20	35	65
6	Bagus Rahmad A	15	20	35	70
7	Defi Apprillia	15	20	35	70
8	Diah Ayu S	15	20	35	70
9	Dicky Cahyo S	10	20	30	60
10	Didit Anggun K	15	20	35	70
11	Dina Afni N	15	20	35	70
12	Domas Putri Nur I	15	20	35	70
13	Ellysia Yunita	15	20	35	70
14	Enggar Anggarista	15	20	35	70

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<sup>37</sup> It is shown in Appendix 5.

15	Fathur Rozi	15	20	35	70
16	Hamdan	15	20	35	70
17	M. Salas Putra	10	20	35	65
18	Marhana	20	20	40	80
19	Maulinda Juni A	20	20	40	80
20	Mayunda Uci A	15	20	35	70
21	Muhammad Maftuh	15	20	35	70
22	Novia Elis Indayani	15	20	35	70
23	Nur Hidayatulloh	20	20	40	80
24	Nur Jannah	15	20	35	70
25	Nur Komariyah	15	20	35	70
26	Okta Felia Tiara H	15	20	35	70
27	Rahma Hanif S	15	20	35	70
28	Rahman Setiyadi	15	20	35	70
29	Rika Rahmawati	15	20	35	70
30	Rika Ratna P	15	20	35	70
31	Robby Suta I	15	20	35	70
32	Siti Maisaroh	15	20	35	70
33	Sogi Mardianto	10	20	35	65
34	Titania Verent E	15	20	35	70
35	Wuri Eni Maria U	15	20	35	70
<b>Total</b>					2435

From the table above, it can be seen that total score is 2435. Next, it is converted into percentage with the following formula:<sup>38</sup>

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 &= \frac{2435}{35} \times 100 \% \\
 &= 69 \%
 \end{aligned}$$

Notes;

P = Percentage

F = Achieved Frequency

N = Number of Cases

Next, the percentage is classified based on the following criteria:

90% - 100% : very good

70% - 89% : good

50% - 69% : average

Less than 50% : poor

Score 90% until 100% indicates that the result is very good. Score 70% until 89% indicates that the result is good. Score 50% until 69%

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<sup>38</sup> Anas Sudijono. 2006. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.  
p. 44

indicates that the result is average. Score less than 50% indicate that the result is poor. The result of percentage above is 69%. It means that the students pretest score is average.

The standard or criteria is used to determine the students' competence in learning English.

Based on the result of percentage, the researcher concludes that the students is not familiar with the words, so the teaching learning process of the activity is necessary to be improved, so that the students' competence in mastering English vocabulary is improved.

For the test, the researcher gives 75 for the minimum score and 100 for the maximum score to know the mastery of English vocabulary. The result of the students' pretest score are as follows; 25 students get 70, 7 students get below 70 and only 3 students get more than 70. From the result of the pre-test, the researcher concludes that most of the students have not mastered English vocabulary.

## **2. The Research Result on July 25<sup>th</sup> 2012**

The first treatment is conducted on the July 25<sup>th</sup> 2012 at 10.50-11.30 a.m. The first treatment consists of writing, drilling and guessing of

noun. The material uses noun “Profession” by using Microsoft PowerPoint with LCD and Projector. The material consists of some noun “profession”; there are student, tailor, dentist, secretary, actor, singer, driver, drummer, painter and photographer.

The researcher gives a puzzle game before the lesson. The researcher wants to get the students’ attention before the treatment to make successful treatment. After that, the researcher gives the treatment of vocabulary about noun “Profession” by using Microsoft PowerPoint with LCD and Projector. The researcher introduces the students about Profession; there are student, tailor, dentist, secretary, actor, singer, driver, drummer, painter and photographer. Some of them still recognize the vocabulary about noun “Profession” which is given in the Pre-test. The students try to remember the vocabulary about noun “Profession”, but the students get difficulties to write the vocabulary about noun “Profession”. So, the researcher teaches the vocabulary about noun “Profession” by writing and drilling. To check the students’ understanding about vocabularies, the researcher gives the students a guessing of noun “profession”.

While the first treatment, the researcher gets difficulties to ask the students in drilling the vocabulary about noun “Profession” because the students never use the vocabulary about noun “Profession”. So, the researcher copes with using Microsoft PowerPoint to help the students to drill the vocabulary about noun “Profession”.

### **3. The Research Result on July 26<sup>th</sup> 2012**

The second treatment is conducted on the July 26<sup>th</sup> 2012 at 07.50-08.30 a.m. The second treatment consists of writing, drilling and rearranging. The material uses noun “Profession” by using Microsoft PowerPoint with LCD and Projector. The material consists of some noun “profession”; there are police, doctor, teacher, librarian, sailor, nurse, waiter, chef, farmer, and pilot.

The researcher asks the students about the treatment before. The researcher gives the student the twist game to memorize the vocabulary about noun “Profession”. After that, the researcher gives the treatment about noun “Profession” by using Microsoft PowerPoint with LCD and Projector. The researcher introduces the new vocabulary about noun “Profession”; there are police, doctor, teacher, librarian, sailor, nurse,

waiter, chef, farmer, and pilot. The researcher teaches the new vocabulary about noun “Profession” by writing and drilling. To check the students’ understanding about vocabularies, the researcher asks the students to rearrange the jumble letter.

While the second treatment, the researcher gets difficulties to ask the students to rearrange. The students get confused when the students look at the jumble letter. But, the researcher gives the clue of the first letter to help the students to rearrange the letter. The students try to remember and arrange the vocabulary. The students can arrange the vocabulary correctly.

#### **4. The Research Result on July 27<sup>th</sup> 2012**

The last treatment is conducted on the July 27<sup>th</sup> 2012 at 07.50-08.30 a.m. The second treatment consists of writing and drilling. The material uses noun “Profession” by using Microsoft PowerPoint with LCD and Projector. The researcher is combining the material on the first and second treatment to memorize the noun.

The researcher gives the matching game based on the given vocabulary in the first and the second treatment. After that, the researcher



teaches the vocabulary about noun “Profession” by writing and drilling. To check the students’ understanding about vocabularies, the researcher asks the students to answer the researcher’s question about the vocabulary about the profession and the researcher asks students to write the answer on the whiteboard.

While the third treatment, the researcher cannot ask all of students to answer the question and write the answer on the whiteboard. The improvement can be seen through students’ response in answering. Most students answer the question quickly and correctly.

##### **5. The Research Result on July 28<sup>th</sup> 2012**

Posttest is conducted on the July 28<sup>th</sup> 2012 at 07.50-08.50 a.m. Pretest is done to know the competence of students in mastering English vocabulary after the students recognize and use Microsoft PowerPoint as a teaching media.

Posttest is done by 35 students of 7A class at SMP Bahrul Ulum, Surabaya. The posttest questions consist of 20 questions which use three types of question. The first type of questions consists of 5 gaps filling, 5 completions, and 10 rearrangements. The topic of the test is profession

because the material is chosen by the English teacher of the school. In this test, the researcher wants to know the students' vocabulary mastery after the students get the treatment.

For the Posttest, the researcher gives 0 for the wrong answer, and 5 for the correct answer. This scoring technique is applied for all of questions.<sup>39</sup> The researcher calculates the sum of the correct answer and counts the total score.

The result of the Posttest can be seen in the table below:

**Table 4**  
**Posttest Result**

No	Student's Name	Score of Test			Total Score
		I	II	III	
1	Abdullah Nasih Ulwan	15	20	50	85
2	Afrizal Choriswanto	15	20	50	85
3	Aldilla Ayu T.D	20	25	50	95
4	Alvin Prakatama	20	25	50	95
5	Bagus Ravinsyah	20	25	50	95
6	Bagus Rahmad A	20	25	50	95
7	Defi Apprillia	20	25	50	95
8	Diah Ayu S	20	25	50	95
9	Dicky Cahyo S	20	25	50	95
10	Didit Anggun K	20	25	50	95
11	Dina Afni N	20	25	50	95

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<sup>39</sup> It is shown in Appendix 6.

12	Domas Putri Nur I	20	25	50	95
13	Ellysia Yunita	20	25	50	95
14	Enggar Anggarista	15	25	50	90
15	Fathur Rozi	20	25	50	95
16	Hamdan	20	25	50	95
17	M. Salas Putra	20	25	50	95
18	Marhana	25	25	50	100
19	Maulinda Juni A	25	25	50	100
20	Mayunda Uci A	20	25	50	95
21	Muhammad Maftuh	15	20	50	85
22	Novia Elis Indayani	20	25	50	95
23	Nur Hidayatulloh	25	25	50	100
24	Nur Jannah	20	25	50	95
25	Nur Komariyah	20	25	50	95
26	Okta Felia Tiara H	20	25	50	95
27	Rahma Hanif S	20	25	50	95
28	Rahman Setiyadi	20	25	50	95
29	Rika Rahmawati	20	25	50	95
30	Rika Ratna P	20	25	50	95
31	Robby Suta I	15	20	50	85
32	Siti Maisaroh	20	25	50	95
33	Sogi Mardianto	15	20	50	85
34	Titania Verent E	20	25	50	95
35	Wuri Eni Maria U	20	25	50	95
<b>Total</b>					3285

From the table above, it can be seen that total score is 3285. Next, it is converted into percentage with the following formula:<sup>40</sup>

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{3285}{35} \times 100 \% \\ &= 93 \% \end{aligned}$$

Notes;

P = Percentage

F = Achieved Frequency

N = Number of Frequency

Next, the percentage is classified based on the following criteria:

90% - 100% : very good

70% - 89% : good

50% - 69% : average

Less than 50% : poor

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<sup>40</sup> Ibid. p.44

Score 90% until 100% indicate that the result is very good. Score 70% until 89% indicate that the result is good. Score 50% until 69% indicate that the result is average. Score less than 50% to indicate that the result is poor. The result of percentage above is 93%. It means that the students' posttest score is very good.

The standard or criteria is used to determine the students' competence in learning English. The researcher concludes that the teaching learning process of the activity is necessary to improve the students' competence in mastering English vocabulary.

For the test, the researcher gives 75 for the minimum score and 100 for the maximum score to know the mastery of English vocabulary. The result of the students' posttest is as follows; there are not students who get scores less than 85, only 5 students get 85 and some of students get more than 85. From the result of the pretest, the researcher concludes that most of the students English vocabulary mastery is well. It shows the improvement of the students' score after the use of Microsoft PowerPoint as a teaching media.

## B. Data Analysis

In this research, the result of the analysis is taken from the Pretest result on July 24<sup>th</sup> 2012 and Posttest result on July 28<sup>th</sup> 2012. Data are analyzed by t-test formula and the result is presented below:

**Table 5**  
**Students Mean Difference between Pretest and Posttest**

No	Student's Name	Pre-test	Post-test	Gain (d). (Post-test Pre-test)	$X_d$ (d-Md)	$x^2 d$
1	Abdullah Nasih Ulwan	65	85	+ 20	-4,714	22,221796
2	Afrizal Choriswanto	60	85	+ 25	0,286	0,081796
3	Aldilla Ayu T.D	70	95	+ 25	0,286	0,081796
4	Alvin Prakatama	65	95	+ 35	10,286	105,801796
5	Bagus Ravinsyah	65	95	+ 35	10,286	105,801796
6	Bagus Rahmad A	70	95	+ 25	0,286	0,081796
7	Defi Apprillia	70	95	+ 25	0,286	0,081796
8	Diah Ayu S	70	95	+ 25	0,286	0,081796
9	Dicky Cahyo S	60	95	+ 35	10,286	105,801796
10	Didit Anggun K	70	95	+ 25	0,286	0,081796
11	Dina Afni N	70	95	+ 25	0,286	0,081796
12	Domas Putri Nur I	70	95	+ 25	0,286	0,081796
13	Ellysia Yunita	70	95	+ 25	0,286	0,081796

14	Enggar Anggarista	70	90	+ 20	-4,714	22,221796
15	Fathur Rozi	70	95	+ 25	0,286	0,081796
16	Hamdan	70	95	+ 25	0,286	0,081796
17	M. Salas Putra	65	95	+ 35	10,286	105,801796
18	Marhana	80	100	+ 20	-4,714	22,221796
19	Maulinda Juni A	80	100	+ 20	-4,714	22,221796
20	Mayunda Uci A	70	95	+ 25	0,286	0,081796
21	Muhammad Maftuh	70	85	+ 15	-9,714	94,361796
22	Novia Elis Indayani	70	95	+ 25	0,286	0,081796
23	Nur Hidayatulloh	80	100	+ 20	-4,714	22,221796
24	Nur Jannah	70	95	+ 25	0,286	0,081796
25	Nur Komariyah	70	95	+ 25	0,286	0,081796
26	Okta Felia Tiara H	70	95	+ 25	0,286	0,081796
27	Rahma Hanif S	70	95	+ 25	0,286	0,081796
28	Rahman Setiyadi	70	95	+ 25	0,286	0,081796
29	Rika Rahmawati	70	95	+ 25	0,286	0,081796
30	Rika Ratna P	70	95	+ 25	0,286	0,081796
31	Robby Suta I	70	85	+ 15	-9,714	94,361796
32	Siti Maisaroh	70	95	+ 25	0,286	0,081796
33	Sogi Mardianto	65	85	+ 20	-4,714	22,221796
34	Titania Verent E	70	95	+ 25	0,286	0,081796
35	Wuri Eni Maria U	70	95	+ 25	0,286	0,081796
N = 35		2435	3285	$\Sigma d =$ 865		$\Sigma x^2 d =$ 747,1429
		$\bar{x}_1 =$	$\bar{x}_2 =$			
		69,5	93,8			
		71	57			

$$Md = \frac{\sum d}{N} = \frac{865}{35} = 24,714$$

Significantly Test:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} = \frac{24,714}{\sqrt{\frac{\sum x^2 d}{35(35-1)}}} = \frac{24,714}{\sqrt{\frac{747,1429}{35 \times 34}}} = \frac{24,714}{\sqrt{\frac{747,1429}{1190}}} = \frac{24,714}{\sqrt{0,627}} = \frac{24,714}{0,791} = 31,24$$

$$t = 31,24$$

With t.s 0,55 value = 2,04.

The critical t = 2,04

The observed t = 31,24

The result is 2,04 < 31,24

So, Ho is rejected Ha is conformed

This is to say that Ha is confirmed. It means that Microsoft PowerPoint as a teaching media can significantly improve the students' competence in mastering English vocabulary.

The researcher calculates the data by using t-test formula and the result is compared to the critical t which can be taken from a table of critical values. The result shows that the observed t is higher than the critical t; it means Ho is rejected and Ha is confirmed.

From the analysis above, the researcher concludes that using Microsoft PowerPoint as a teaching media in teaching vocabulary can improve the students' competence in mastering English vocabulary.



### **C. Discussion**

The students of 7A class at SMP Bahrul Ulum, Surabaya are not interested to learn English especially to learn vocabulary. Based on the preliminary study, the researcher finds the student is more interested in other subject than English subject. So, the students need a teaching media to make the students' competence better especially in mastering English vocabulary.

To improve the students' competence in mastering English vocabulary, Microsoft PowerPoint as a teaching media is used. Microsoft PowerPoint is given to the students during the treatment. The researcher focuses on noun. The researcher uses common noun for learning English vocabulary about the profession because the material is chosen by the English teacher of the school.

The Pretest is conducted by 35 students of 7A class at SMP Bahrul Ulum, Surabaya. The pretest question consists of 20 questions which use three types of question. The first type of questions consists of 5 gaps filling, 5 completions, and 10 rearrangements. The topic of the test is profession because the material is chosen by the English teacher of the school. For the Pretest, the researcher gives 0 score for the wrong answer, and 5 score for the

correct answer. The researcher also calculates the sum of the correct answer and counts the total score.

The first treatment is about studying English vocabulary about noun “Profession” by writing, drilling and guessing of noun by using Microsoft PowerPoint. The material consist of some noun “profession”, there are student, tailor, dentist, secretary, actor, singer, driver, drummer, painter and photographer. The second treatment is about studying English vocabulary about noun “Profession” by writing, drilling and rearranging by using Microsoft PowerPoint. The material consist of some noun “profession”, there are police, doctor, teacher, librarian, sailor, nurse, waiter, chef, farmer, and pilot. The third treatment is about studying English vocabulary about noun “Profession” by writing, drilling, and combining the material of the first treatment and the second treatment.

After doing treatment, the researcher gives the Post-test to the students. The posttest question consists of 20 questions which use three types of question. The first type of questions consists of 5 gaps filling, 5 completions, and 10 rearrangements. The topic of the test is profession because the material is chosen by the English teacher of the school. For the posttest, the researcher gives 0 score for the wrong answer, and 5 score for the

correct answer. The researcher also calculates the sum of the correct answer and counts the total score.

The last, the researcher collects the data of Pretest and Posttest to calculate the research result. To know the result of the test hypothesis, the researcher uses t-test formula. Parametric statistics is used to know the result of the hypothesis. The test is compared the average of two samples with the interval.<sup>41</sup> It means two sample that had the same of population and sample in the different time.<sup>42</sup> T-test is used to interval or ratio the data.<sup>43</sup> According to Suharsimi Arikunto, the t-test formula can be used to analyze pre-experimental results using a pretest and posttest with one group design. The formula used in the t-test formula is:<sup>44</sup>

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

The researcher calculates the data use t-test formula and the result compares to the critical t which can be taken from a table of critical values.

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<sup>41</sup> Ibid p.121

<sup>42</sup> Ibid p.117

<sup>43</sup> Ibid p.26

<sup>44</sup> ibid. p.349

The result is the observed t is higher than the critical t, it means  $H_0$  is rejected and  $H_a$  is confirmed.

Based on the hypothesis of the research that;

- $H_a$  : Microsoft PowerPoint as a teaching media can significantly improve the student's competence in mastering English vocabulary.
- $H_0$  : Microsoft PowerPoint as a teaching media cannot significantly improve the student's competence in mastering English vocabulary.

Based on the research which analyzed with t-test formula, it shows that  $H_0$  is rejected and  $H_a$  is confirmed. It is shown by the result of the analysis that;

The critical  $t = 2,04$

The observed  $t = 31,24$

The result is  $2,04 < 31,24$

So,  $H_0 =$  rejected  $H_a =$  conformed

According to Heni A. Puspita in her book "Having Fun with Microsoft PowerPoint 2007",<sup>45</sup> Microsoft PowerPoint is used to create or design a

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<sup>45</sup> Ibid p.3

presentation to the public interest. Teacher can use Microsoft PowerPoint as a teaching media to attract students' attention to the learning process. If the students are interested to the lesson, the teaching learning process will be successful. The students will be very enthusiastic to learn and then the students' competence in mastering English vocabulary is improved through the use of Microsoft PowerPoint as a teaching media.

It means that that Microsoft PowerPoint as a teaching media can significantly improve the students' competence in mastering English vocabulary. In other words, there is a positive of effect using Microsoft PowerPoint as a teaching media at SMP Bahrul Ulum, Surabaya because the total score before treatment is smaller than the total score after treatment.

From the research result above, it is clear that Microsoft PowerPoint as a teaching media to improve the students' competence in mastering English vocabulary at SMP Bahrul Ulum, Surabaya is proven. So, the researcher can conclude that the students' vocabulary mastery is improved by using Microsoft PowerPoint as a teaching media.

The researcher concludes that using Microsoft PowerPoint as a teaching media in teaching vocabulary made the students get more confident and motivated. It is shown by the students' interaction with their teacher and

their peer in teaching learning process. It shows how Microsoft PowerPoint as a teaching media in teaching vocabulary influences the students' vocabulary mastery.