CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion the effect of mime story technique in student's vocabulary mastery.

A. Research Finding

In this research, the researcher wanted to know the effect of mime story technique on students' vocabulary mastery of surrounding objects. The effect could be seen from significant different score of students' vocabulary mastery before and after thought by using mime story technique. The effect could be seen from significant different score of students' vocabulary test before and after thought by using mime story technique. The data of the research were obtained by doing pre-experimental study, the students study through mime story technique and study without mime story technique of surrounding objects at seven grade of SMP Al-Ikhlas Gresik.

The presentation of the data also answered research problems in chapter I. The research problems formulated as "Does mime story has effect in students' vocabulary mastery of surrounding objects at seven grade of SMP Al-Ikhlas Gresik?" To know the effect of mime story technique, the researcher used pretest and posttest before and after treatment. In this case, the students' vocabulary mastery could be seen from those tests. In addition, to answer whether mime story technique has effect toward students' vocabulary mastery the researcher analyzed the data by using paired sample T-test.

1. **The students' vocabulary mastery before being taught using mime story technique**

   The researcher gave the pretest to the students' before conducted the treatment. The pretest was conducted at 25th July. The pretest was administered to 35 students as a sample. The researcher gave pretest in the form of scramble words with pictures and number the pictures related to the topic that was thought in SMP Al-Ikhlas Gresik, the topic was bedroom. The researcher served 15 unscrambles word with picture that has to number by the students (see appendix 3). The test was conducted to know students' basic competence before the researcher gave the treatment.

   The students' achievement before being thought by using mime story technique.The students got difficulties to understand and grasp the meaning of words. They forgot words and their meanings easily. They also got difficulties when they had to translate the words from Indonesian into English or vice versa. The students could not pronounce the wordscorrectly. They still made mistakes to pronounce the words.The students still made mistakes when they wrote words. For example, when the students found a word which has double letters when they wrote words.Most of the students forgot to write the second letter. Most of the students also made mistakes when they did the exercises in arranging some letters intoa correct word. The students could only pronounce, understand,remember, grasp and use words in context about 25 % of them.The students were less interested during teaching learning process.

The students did not havefull concentration during teaching learning process. The students liked doing something useless during teaching learning process. The students did the exercises individually. The mean score of pre-test is 76,9.

2. **The students' vocabulary mastery after being taught using mime story technique.**

The posttest was given by researcher at 4[th]of August 2016 after giving treatment twice. The same as pretest, the researcher served 15 unscrambles word with picture that has to number by the students but in different topic (see appendix 4). The topic in posttest was living room. The result of students' pretest and posttest score can be seen in table 4.1.

The students understood and grasped the meaning of words easily. They also remembered the words easily. They translated words from Indonesian into English or vice versa easily.The students could pronounce most of the words correctly. The students could write the words correctly. They also could arrange the letters into a correct word. There were no mistakes in writing the words. The students could pronounce, understand remember, grasp and use words in context.The students were more active and enthusiastic during teaching learning process. They started to ask and answer the questions. The students had more concentration to do the exercises. They did not do something useless during teaching learning process.The students liked having discussion with their friends. The mean score of post-test is 85,6.
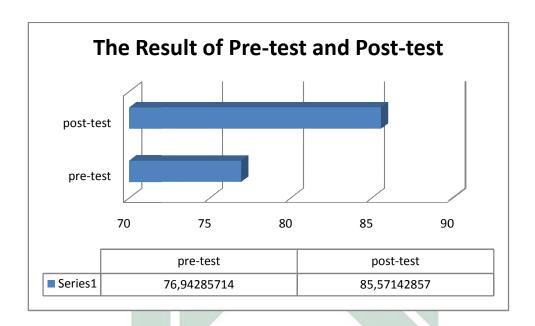
Table 4.1 the result of Students' vocabulary mastery before and after

being taught by mime story technique Pre-test (x_1) and post-test (x_2)

No.	Name	x_1	x_2
1.	AbilMaulana	75	84
2.	Ahmad S	75	86
3.	Ahmad Syafii	77	85
4.	Aidatul F	78	84
5.	Alvina Vivian	83	86
6.	Andriyani F S	85	88
7.	AnisKhoiriyah	80	85
8.	Ari Yahya	75	85
9.	ArjunWahyu R	77	86
10	Bayu Putra A	75	85
11	Bintang M H	79	86
12	DelaAyu Sri W	75	86
13	Dina Khoerul	76	85
14	ElvianDwi M	76	86
15	Fadlilatul M	85	88
16	Fadliz Jalal	80	90
17	FaraFarozal F	75	86
18	Fitri A A	75	86
19	GaluhAmbar S	80	89
20	GhofirulDz	78	88

21	Khusnul K	75	86
22	Lailatul F	78	84
23	MitaNafiatus	75	84
24	Muhammad A T	76	84
25	Moh. Oktavian	75	84
26	Moh. Darwis	75	84
27	NabilahEka P	75	83
28	NurFirda F	79	84
29	PutriMellisa	76	84
30	RirinAgustina	76	83
31	Samudra A F	75	89
32	Sri Wahyuni	78	85
33	Syaroni M	76	84
34	Thoifin	75	88
35	Ziyadatul N	70	85
Total score		2693	2995

It can be conclude that there was significant difference between the students' score of pretest and the students score of post test. And the average of those results of pre-test and post-test can be seen at the diagram below.

4.1 Diagram of the result of pre-test and post-test

The Result of Pre-test and Post-test

	pre-test	post-test
Series1	76,94285714	85,57142857

From that diagram it can be seen that there were significance different between the average of pre-test and the average of pos-test. The mean of pre-test is 76,9 and the mean of post-test is 85,6. And to know the mean value of the pre-test differs significantly from the mean value of the post-test the researchers' analysis the data using t-test analysis. And the analysis as follows:

Table 4.2 Gained students vocabulary mastery pretestand posttest.

No.	Name	x_1	x_2	Gained pretest posttest	Xd(d-Md)	X^2d
1.	AbilMaulana	75	84	9	0,4	0,16
2.	Ahmad S	75	86	11	2,4	5,76
3.	Ahmad Syafii	77	85	8	-0,6	0,36
4.	Aidatul F	78	84	6	-2,6	6,76

5.	Alvina Vivian	83	86	3	-5,6	31,36
6.	AndriyaniFs	85	88	3	-5,6	31,36
7.	AnisKhoiriyah	80	85	5	-3,6	12,96
8.	Ari Yahya	75	85	10	1,4	1,96
9.	ArjunWahyu R	77	86	9	0,4	0,16
10	Bayu Putra A	75	85	10	1,4	1,96
11	Bintang M H	79	86	7	-1,6	2,56
12	DelaAyu Sri W	75	86	11	2,4	5,76
13	Dina Khoerul	76	85	9	0,4	0,16
14	ElvianDwi M	76	86	10	1,4	1,96
15	Fadlilatul M	85	88	3	-5,6	31,36
16	Fadliz Jalal	80	90	10	1,4	1,96
17	FaraFarozal F	75	86	11	2,4	5,76
18	Fitri A A	75	86	11	2,4	5,76
19	GaluhAmbar S	80	89	9	0,4	0,16
20	GhofirulDz	78	88	10	1,4	1,96
21	Khusnul K	75	86	11	2,4	5,76
22	Lailatul F	78	84	6	-2,6	6,76
23	MitaNafiatus	75	84	9	0,4	0,16
24	Muhammad A T	76	84	8	-0,6	0,36
25	Moh. Oktavian	75	84	9	0,4	0,16
26	Moh. Darwis	75	84	9	0,4	0,16

27	NabilahEka P	75	83	8	-0,6	0,36
28	NurFirda F	79	84	5	-3,6	12,96
29	PutriMellisa	76	84	8	-0,6	0,36
30	RirinAgustina	76	83	7	-1,6	2,56
31	Samudra A F	75	89	14	5,4	29,16
32	Sri Wahyuni	78	85	7	-1,6	2,56
33	Syaroni M	76	84	8	-0,6	0,36
34	Thoifin	75	88	13	4,4	19,36
35	Ziyadatul N	70	85	15	6,4	40,96
	Total score	2693	2995	302		240,84

Md$= \frac{\sum D}{N} = \frac{302}{35} = 8,6$

Significantly t-test:

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

$$= \frac{8,6}{\sqrt{\frac{240,84}{1190}}} = 19,12$$

The critical t = 8,6

The observed t = 19,12

The result is 8,6< 19,12

So, Ho is rejected and Ha is accepted.

This is to say that Ha confirmed. It means that mime story technique has effect in students' vocabulary mastery.The researcher calculates the data by using t-test formula and the result compared to the critical t that can taken from a table of critical values. The result shows that the observed is higher than the critical t; it means Ho rejected and Ha confirmed. From the analysis above, the researcher concludes that mime story technique has effect on the students' vocabulary mastery of surrounding objects at seven grade of Al-Ikhlas Gresik.

B. Discussion

From the presentation and the students' analysis of teaching vocabulary mastery by mime story technique in the previous chapter, the researcher had found the result of the students' vocabulary mastery before and after being taught using mime story technique. As stated on Research Method at Chapter III the researcher were use three steps to conduct this research. The first was measuring students' achievement before taught using mime story technique. It is called pretest. The second steps the researcher treated the students by treatment that is using mime story technique. As the explanation on Review Related Literature at Chapter II, mime story technique isa technique applied by the teacher in which the teacher tells the story to the pupils and pupils do the action.In this activity, the teachers at the first describe the vocabulary of surrounding object with mime and the students listen and watch. As mentioned on the Review Related Literature that there are some kind of mime technique in language classroom, one of them is using mime to describe the objects and their use. In this research the teacher

describe the function of the objects by miming it and the students listen and watch.

In this case, the researcher applied this kind of technique to measured students' vocabulary mastery at seven grade of Al-Ikhlas Gresik. In this research, the researcher conducted the treatment by mime story technique twice as described on the table 3.1 the treatments table on Chapter III that the treatment was done on 28th July and 1st of August. The topic of the first treatment is objects around the classroom. At the first treatment the teacher describes the object by mime the use of it. It is stated in the implementation of mime story technique at Chapter II that teacher tell the story and the students listen and watch. The topic of the second treatment is about object around the livingroom. While the treatment was conducted by the researcher, the students seem more enthusiasm to watch and mime because the researcher that was very fun and made them more active. Because Language learningjoyful atmosphere. The development of receptive skills (listening) takes place before the development of productive skills (speaking). Students learn by what they see, hear, and do. Moreover, when the students take turn to mime as stated on chapter II that after the teacher mime the object, the students do mime and the other guest what object is. The class seems more life because every student was active. The last steps the researcher measured the students again by gave them test (posttest). The test was conducted to know the students' achievement after taught using drawing technique. So the data in this research was taken from the result of pretest and posttest.

From the table above, the students' improvement could be seen. The improvements were students' vocabulary mastery and also students' motivation. From the vocabulary aspects, the students understood and grasped the meaning of words easily; they could pronounce and write the words correctly. They could pronounce, understand, remember, and know the meaning of the words.BecauseMime is reinforcing memory by means of visual association, and recall of language items is assisted whenever an associated image is presented.Then, the improvement also could be seen on the students' scores of test. There was an improvement of the mean score between the pre-test and post-test, from 76,9 to 85,6. Besides that, there was also an improvement of students who had scored more than the minimum standard score, in this case 70.

Next, the students' motivation increased when the mime story were used. They showed that they were more active and enthusiastic during the teaching learning process. They asked more questions than before. They also raised their hands to answer the questions. Next, they had more concentration to do the exercises. They did not do something useless during teaching learning process and like having discussion with their friends.

In this research, there are two hypotheses, null hypothesis (Ho) and alternative hypothesis (Ha). Null hypothesis (Ho) is negative hypotheses. Null hypothesis (Ho) states that mime story technique has no effect on students' vocabulary mastery of surrounding objects at seven grade of SMP Al-Ikhlas Gresik. While the alternative hypothesis (Ha) states that that mime story

technique has effect on students vocabulary mastery of surrounding objects at seven grade of SMP Al-Ikhlas Gresik.

From the discussion above, it can be concluded that mime story technique has effect in students' vocabulary mastery of surrounding objects at seven grade of SMPAl-Ikhlas Gresik. Based on the research which analyze with t-test formula, it shows that Ho is rejected and Ha is confirmed. It shown by the result analysis that: The observed t = 19,12. And the critical t = 8,6. The result is 8,6< 19,12So, Ho is rejected and Ha is accepted.