CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Research Schedule

This research was done upon students with different ability from year one and year two at SMPLB Negeri Gedangan Sidoarjo by eight meetings, each meeting has sixty minutes. It was undertaken through the following schedules:

No	Day, Date	Time	Activity	Note
1.	Tuesday,	11.00	Giving the thesis	Giving the thesis research
	03-05-2011		research letter at	letter to the headmaster of
			SMPLB Negeri	SMPLB Negeri Gedangan
			Gedangan	Sidoarjo.
			Sidoarjo.	
2.	Thursday,	09.00-10.00	The first research,	Giving pre-test for students
	05-05-2011		doing pre-test.	with different ability from
	03-03-2011			year one and year two,
				then giving instruction to
				do the test without
				treatment from the teacher
				or the researcher.

3.	Friday,	09.20-10.30	The second	Studying the first treatment
	06.05.2011		research, giving	Material that has 5
	06-05-2011		the first treatment.	materials about noun "in
				the school" by writing and
				drilling students by using
				photos.
4.	Saturday,	07.45-08.55	The third	Studying the second
	07-05-2011		research, giving	treatment material that has
	07903-2011		the second	5 materials about noun "in
			treatment.	the school" by writing and
				drilling students by using
		:		photos.
5.	Monday,	10.25-11.35	The fourth	Studying the third
	09-05-2011		research, giving	treatment material that has
	09-03-2011		the third	5 materials which studied
			treatment.	about the first treatment by
				rearranging and drilling
				students by using photos.
6.	Tuesday,	10.00-11.00	The fifth research,	Studying the fourth
	10.05.2011		giving the fourth	material that has 5
	10-05-2011		treatment.	materials which studied
				about the second treatment
				by rearranging and drilling
				students by using photos.
L_				

7.	Wednesday,	08.55-10.05	The sixth	Giving post-test for
	05 0011		research, giving	students with different
	11-05-2011		post-test.	ability from year one and
				year two, then giving
ŀ				instruction to do the test
				after giving treatment.
8.	Friday,	09.00	Taking the letter	Taking the letter about the
	12.05.2011		about the research	research has done at
	13-05-2011		has done at	SMPLB Negeri Gedangan
			SMPLB Negeri	Sidoarjo and asking
			Gedangan	permission to the
			Sidoarjo.	headmaster of the school.

List 4, schedules of research at SMPLB Negeri Gedangan, Sidoarjo

B. Research Description

1. The Research Result on 5 May 2011

The research on 5 may 2011 at 09.00-10.00 is the first research which has purpose to know the competence of student with different ability in mastering English vocabulary. In this meeting, the researcher invites the students to learn English vocabulary by giving pre-test and gets the students to do the test which is suitable with the instruction, but the researcher or the teacher does not give treatment in order to get pure result (before the students recognize and use photos media).

a. Preparation

The researcher prepares pre-test about writing english vocabulary which is given for students with different ability from year one until year two which is consist of six students at SMPLB Negeri Gedangan, Sidoarjo.

b. Implementation

1) Opening

- a) The researcher says greeting to the students.
- b) The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving pre-test to the students.
- c) The researcher gives instruction to the students to do the test.
- d) After the students finished, the researcher get the students to collect the test in front of the class.

3) Closing

- a) The researcher informs that the activity finished.
- b) Get the students to take a rest.

c. Observation Result

Students with different ability felt confuse and happy when the researcher gives pre-test for them. They felt confuse because they

never get test like the researcher was given. They also felt happy because looking the photos in the test. After the researcher gets the students to do the test, the students do the test as long as they can.

d. Reflection

When the students do the test, there is mental retardation student who entered the class. Students with different ability asked the researcher to get a mental retardation to go out from the class. So the researcher explained that there is examination and he goes out from the class.

Pre-test Result on 5 May 2011

No	Students' Name				T	est ì	Vum	ber			
		1	2	3	4	5	6	7	8	9	10
1	Vivin	1				1					
2	Lilik			1		1		1			1
3	Wulan	V	1			1			7	7	1
4	Anis					1			1		
5	Eka	V				V			1		
6	Febri		1	1	1	1	1		1		7

No	Students'				Te	est N	Vun	ber	•	-		Total
	Name	1	2	3	4	5	6	7	8	9	10	
1	Vivin	1	0	0	0	1	0	0	0	0	0	2
2	Lilik	0	0	1	0	1	0	1	0	0	1	4
3	Wulan	1	1	0	0	1	0	0	1	1	1	6
4	Anis	0	0	0	0	1	0	0	1	0	0	2
5	Eka	1	0	0	0	1	0	0	1	0	0	3
6	Febri	0	1	1	1	1	1	0	1	0	1	7

List 5, Pre-test Result on 5 May 2011

Note:

Score 0: correct answer

Score 1: wrong answer

The answer key of pre-test:

- 1. Chair 6. Teacher
- 2. Flag 7. Student
- 3. Chalk 8. Canteen
- 4. Ruler 9. Field
- 5. Bag 10. Library

2. The Research Result on 6 May 2011

The research on 6 may 2011 at 09.20-10.30 is the second research, giving the first treatment after doing pre-test and after knowing pre-test result. Giving this first treatment is by writing and drilling the material that has 5 material about noun "in the school" by using photos. The target and the learning objective of this treatment is students can write and understand about English vocabulary.

a. Preparation

The researcher prepares projector to show photos in teaching vocabulary.

b. Implementation

- 1) Opening
 - a) The researcher says greeting to the students.
 - b) The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving vocabulary to the students.
- c) The researcher writes vocabulary about English vocabulary that has 5 nouns "in the school".
- d) The researcher drills the students to write English vocabulary 5 times.

e) Students guess the meaning of vocabulary.

3) Closing

- a) The researcher informs that the activity finished.
- b) Get the students to take a rest.

c. Observation Result

Students with different ability felt happy when the researcher gave vocabulary by using photos. Some of them still recognize the photos which were given in pre-test. They tried to remember those photos, but they forgot what the vocabulary in English. After the researcher taught vocabulary by writing and drilling, students remembered vocabulary.

d. Reflection

After the researcher gave first treatment for 45 minutes, the students were bored because they have labile emotion. In other hand, there was a mental retardation that has name Lukman disturbed students with different ability by turning music loudly. The researcher asked Lukman to goes out from the class. Febri as one of students also asked Lukman to goes out from the class. Finally, treatment could be followed students well.

3. The Research Result on 7 May 2011

The research on 7 may 2011 at 07.45-08.55 is the third research, giving the second treatment after doing the first treatment. Giving this second treatment is by writing and drilling the material that has 5 material about noun "in the school" by using photos. The target and the learning objective of this treatment is students can write and understand about English vocabulary.

a. Preparation

The researcher prepares projector to show photos in teaching vocabulary.

b. Implementation

- 1) Opening
 - a) The researcher says greeting to the students.
 - b) The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving vocabulary to the students.
- c) The researcher writes vocabulary about English vocabulary that has 5 nouns "in the school".
- d) The researcher drills the students to write English vocabulary 5 times.

 e) Students guess the meaning of vocabulary and came in front of the class to guess and write vocabulary.

3) Closing

- a) The researcher informs that the activity finished.
- b) Get the students to take a rest.

c. Observation Result

Students with different ability felt happy when the researcher gave different vocabulary than the first treatment by using photos. Some of them like Febri, Wulan and Vivin still recognize the photos which were given in pre-test but there were students who did not know the photos like Anis, Eka and Lilik. They tried to remember those photos, and they tried to remember what vocabulary in English. After the researcher taught vocabulary by writing and drilling, students remembered vocabulary and there was an improving about the ability in mastering vocabulary.

d. Reflection

After the researcher gave second treatment for 20 minutes, the students were noisy because there were some mental retardation students who knocked the door for a long time and loudly. Students with different ability were angry with them. The researcher asked mental retardation students to be quiet and finally they did not disturbed again. The researcher invited students to studying vocabulary again.

4. The Research Result on 9 May 2011

The research on 9 may 2011 at 10.25-11.35 is the fourth research, giving the third treatment after doing the second treatment. Giving this third treatment is by rearranging and drilling the material that has 5 materials about noun "in the school" which was given in the first treatment by using photos. The target and the learning objective of this treatment is students can rearrange and writing English vocabulary.

a. Preparation

The researcher prepares projector to show photos in teaching vocabulary.

b. Implementation

1) Opening

- a) The researcher says greeting to the students.
- b) The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving vocabulary to the students which were given in the first treatment.
- c) The researcher arranged vocabulary about English vocabulary that has 5 nouns "in the school".

- d) The researcher drills the students to correct the arranging of English vocabulary by writing for 5 times.
- e) Students guess the meaning of vocabulary and came in front of the class to correct and write correctly vocabulary writing.

3) Closing

- a) The researcher informs that the activity finished.
- b) Get the students to take a rest.

c. Observation Result

Students with different ability felt happy when they knew the photos which were given before. They also have known the meaning about the photos. They were confused when they looked the arranging of vocabulary. After the researcher explained and gave example how to arrange vocabulary correctly, they tried to remember and arranged the vocabulary. Finally, they could arrange vocabulary correctly.

d. Reflection

When the researcher gave the third treatment to the students, there was physic retardation students who have name "Wahyu" entered the class, he wants to follow the lesson. Student with different ability were not angry and get Wahyu sit down on the back. They knew Wahyu is a nice person and he is clever in English. So the researcher let Wahyu to follow English lesson in the class. Wahyu also promised with the

researcher, he would not disturb students with different ability in English learning.

5. The Research Result on 10 May 2011

The research on 10 may 2011 at 10.00-11.00 is the fifth research, giving the fourth treatment after doing the third treatment. Giving this fourth treatment is by rearranging and drilling the material that has 5 materials about noun "in the school" which was given in the second treatment by using photos. The target and the learning objective of this treatment is students can rearrange and write English vocabulary.

a. Preparation

The researcher prepares projector to show photos in teaching vocabulary.

b. Implementation

1) Opening

- a) The researcher says greeting to the students.
- b) The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving vocabulary to the students which were given in the second treatment.

- c) The researcher arranged vocabulary about English vocabulary that has 5 nouns "in the school".
- d) The researcher drills the students to correct the arranging of English vocabulary by writing for 5 times.
- e) Students guess the meaning of vocabulary and came in front of the class to correct and write correctly vocabulary writing.

3) Closing

- a) The researcher informs that the activity finished.
- b) Get the students to take a rest.

c. Observation Result

Students with different ability felt happy when they knew the photos which were given before. They also have known the meaning about the photos. They were not confused because the researcher was explained and gave example how to arrange vocabulary correctly; they tried to remember and arranged the vocabulary. Finally, they could arrange vocabulary correctly. Wulan and Febri were the students who were active and clever in the class did the arranging of vocabulary well but the others were also spirit to do the arranging of vocabulary.

d. Reflection

When the researcher gave the fourth treatment to the students, there was mental retardation students who have name "Lukman" entered the class, he wants to take a picture with the researcher, but the researcher

gets Lukman to do not disturb students with different ability. Students with different ability did not like Lukman, they get Lukman to goes out from the class. Finally the researcher could do the fourth treatment well.

6. The Research Result on 11 May 2011

The research on 11 may 2011 at 08.55-10.05 is the first research which has purpose to know the competence of student with different ability in mastering English vocabulary. In this meeting, the researcher invites the students to learn English vocabulary by giving post-test and get the students to do the test which is suitable with the instruction, but the researcher or the teacher does not give treatment in order to get pure result (after the students recognize and use photos media).

a. Preparation

The researcher prepares post-test about writing english vocabulary which is given for students with different ability from year one until year two which is consist of six students at SMPLB Negeri Gedangan, Sidoarjo.

b. Implementation

1) Opening

- a) The researcher says greeting to the students.
- b) The researcher leads praying before starting the activity.

2) Lead In

- a) Inform the students about learning English vocabulary by using photos.
- b) Giving post-test to the students.
- c) The researcher gives instruction to the students to do the test.
- d) After the students finished, the researcher get the students to collect the test in front of the class.

3) Closing

- a) The researcher informs that the activity finished.
- b) Get the students to take a rest.

c. Observation Result

When giving post-test, students with different ability were spirit to do the test. They do the test without cheat their friends. Many of them said with their gesture that the test is easy. In this post-test, the students who did the test faster than the others were Wulan and Febri.

d. Reflection

When the students do the test, there is mental retardation student who entered the class. Students with different ability asked the researcher to get a mental retardation to go out from the class. So the researcher explained that there is examination and he goes out from the class.

Post-test Result	on 11	May	201	1
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No	Students' Name	Test Number													
110	Students Ivanic	1	2	3	4	5	6	7	8	9	10				
1	Vivin	1	1	7	1	1	1		1	7	7				
2	Lilik	1	1	1	1	7		1	1	1	1				
3	Wulan	1	1	1	1	1	1	1	1	1	1				
4	Anis					1	1	1	1		1				
5	Eka	1	1		1	1	1		1						
6	Febri	1	1	7	1	1	1	1		1	7				

No	Students' Name				Te	st N	lun	ıber	•			Total	
		1	2	3	4	5	6	7	8	9	10		
1	Vivin	l	1	1	1	1	1	0	1	1	1	9	
2	Lilik	1	1	1	1	1	0	1	1	1	1	9	
3	Wulan	1	1	1	1	1	1	1	1	1	1	10	
4	Anis	0	0	0	0	1	1	1	1	0	1	5	
5	Eka	l	1	0	1	1	1	0	1	0	0	6	
6	Febri	1	1	1	1	1	1	1	0	1	1	9	

List 6, Post-test Result on 11 May 2011

Note:

Score 0: correct answer

Score 1: wrong answer

The answer key of pre-test:

1. Chair 6. Teacher

2. Flag 7. Student

3. Chalk 8. Canteen

4. Ruler 9. Field

5. Bag 10. Library

C. Data Analysis

In this research, check list data which was gotten from pre-test result on 5 may 2011 and post test result on 11 may 2011 will be analyze by using nonparametric statistic analysis by sign test through SPSS 16.0, and the result are:

Pre-test Result on 5 May 2011

No	Students' Name	Test Number													
110	Students Ivame	1	2	3	4	5	6	7	8	9	10				
1	Vivin	1				7									
2	Lilik			7		1		1			1				
3	Wulan	1	1			1			1	1	1				
4	Anis					1			1						
5	Eka	1				1			1						
6	Febri		1	7	1	1	1		1		1				

Check List Evaluation

The table above shows the correct test number in the test for six students on pre-test. The test consists of ten numbers about writing English vocabulary. Check list is used to give a sign for the correct answer, like students who have name Vivin; she gets two test numbers which are correct, that are number one and number five. Then the researcher gives a sign check list in the correct test number. This is also applied for the other students.

The Numerical of Pre-test Result

No	Students' Name				Te	st N	lum	ıber	•			Total	
		1	2	3	4	5	6	7	8	9	10		
1	Vivin	1	0	0	0	1	0	0	0	0	0	2	
2	Lilik	0	0	1	0	1	0	1	0	0	1	4	
3	Wulan	1	1	0	0	1	0	0	1	1	1	6	
4	Anis	0	0	0	0	i	0	0	1	0	0	2	
5	Eka	1	0	0	0	1	0	0	1	0	0	3	
6	Febri	0	1	1	1	1	1	0	1	0	1	7	

List 5, Pre-test Result on 5 May 2011

The table above shows the correct test number in the test for six students on pre-test. The test consists of ten numbers about writing English vocabulary. 0 is given for the wrong answer, and 1 is given for the correct answer. This table is matched from check list evaluation above. Like students who have name Vivin, she gets two correct test numbers, so the researcher gives 1 on number one and five and 0 for the wrong test number. The researcher also calculate the sum of the correct answer. This is applied for the other students.



Post-test Result on 11 May 2011

No	Students' Name	Test Number													
INO	Students Name	1	2	3	4	5	6	7	8	9	10				
1	Vivin	1	1	1	7	1	1		1	1	1				
2	Lilik	1	1	1	1	1		7	1	1	7				
3	Wulan	1	1	1	1	1	1	1	1	1	1				
4	Anis					1	1	1	1		1				
5	Eka	1	1		1	1	1		1						
6	Febri	1	1	1	1	1	1	1		1	V				

Check List Evaluation

The table above shows the correct test number in the test for six students on post-test. The test consists of ten numbers about writing English vocabulary. Check list is used to give a sign for the correct answer, like students who have name Vivin; she gets nine test numbers which are correct, that are all numbers except number sevent. Then the researcher gives a sign check list in the correct test number. This is also applied for the other students.

The Numerical of Post-test Result

No	Students' Name					Total						
		1	2	3	4	5	6	7	8	9	10	
1	Vivin	1	1	1	1	1	1	0	1	1	1	9
2	Lilik	1	1	1	1	1	0	1	1	1	1	9
3	Wulan	1	1	1	1	1	1	1	1	1	1	10
4	Anis	0	0	0	0	1	1	1	1	0	1	5
5	Eka	1	1	0	1	1	1	0	1	0	0	6
6	Febri	1	1	1	1	1	1	1	0	1	1	9

List 6, Post-test Result on 11 May 2011

The table above shows the correct test number in the test for six students on post-test. The test consists of ten numbers about writing English vocabulary. 0 is given for the wrong answer, and 1 is given for the correct answer. This table is matched from check list evaluation above. Like students who have name Vivin, she gets nine correct test numbers, so the researcher gives 1 on all correct numbers and 0 on number sevent. The researcher also calculate the sum of the correct answer. This is applied for the other students.

No	Students' Name	Before	After
1	Vivin Monica Sari	2	9
2	Lilik Khudhoifah	4	9
3	Ratna Wulan Sari	6	10
4	Annissa Inggit Ganarsih	2	5
5	Eka Fajariyah P.A	3	6
6	Febri Setiawan	7	9
Σ		24	48
	The mean score	4	8

List 7, students pre-test and post-test result

The table above shows the research result for students with different ability on pre-test and post-test. Based on the research result, it can conclude that the mean score before treatment is smaller than the mean score after treatment, that is 4 < 8 show that there is differences in students with different ability's competence. Nol hypothesis (Ho) that mentioned using photos as a teaching media to improve students with different ability in mastering English vocabulary is ineffective was rejected with test of the hypothesis by compare significance level (p.value) with its galat. It means that there is effect before and after using photos media in mastering English vocabulary at SMPLB Negeri Gedangan, Sidoarjo.

List 8, SPSS Analysis

NPar Tests

Sign Test

Frequencies

		N
After treatment	Negative Differences ^a	0
Delore treatment	Positive Differences ^b	6
	Ties ^c	0
	Total	6

a. after treatment < before treatment

b. after treatment > before treatment

c. after treatment = before treatment

Test Statistics^b

	After treatment – before treatment
Exact Sig. (2-tailed)	.031 ^a

a. Binomial distribution used.

b. Sign Test

The Discussion of SPSS Output Interpretation:

From 6 kinds of data above, there is 0 data with negative differences, 6 data with positive differences, and 0 data with difference of 0 data or same related value (ties). This is to say that Ha is confirmed. Ha says that using photos as a teaching media to improve the competence of students with different ability in mastering English vocabulary is effective.

So this research can do test of the hypothesis by comparing significance level (p.value) with its galat, as follows:

If significance > 0,05, so Ho is confirmed

If significance < 0,05, so Ho is rejected

Based on the data, it shows on column Asymp. Sig. (2-tailed) is 0,031 (< 0,05), so Ho is rejected and Ha is confirmed. This means that using photos as a teaching media to improve the competence of students with different ability in mastering English vocabulary is effective.

If we combine between statistical examination and research hypothesis, it is clear that using photos as a teaching media to improve students with different ability in mastering English vocabulary at SMPLB Negeri Gedangan, Sidoarjo, are proved. Students with different ability are more enthusiastic and they can write also understand English vocabulary by using photos.

D. Discussion

Students with different ability face difficulties in language, firstly in writing. When using writing language, they use short sentences. They usually use simple sentences because they have limited vocabulary and they forget how to arrange into the correct sentences following their limited capacity in a cognitive sense. So they need teaching media to make their language skill better especially in mastering English vocabulary.

The researcher focuses on noun. Noun is quite simply a naming word or label used to describe those things which have become the names of people, places, and objects. The researcher chooses common noun for learning vocabulary about noun in the school. The common nouns make students with different ability easier in mastering vocabulary.

To increase vocabulary for students with different ability is by using photos that are easy to be understood for them. Photos are given in order for those students to master English vocabulary so they can improve their vocabulary through writing. A photo which is used is about the picture concerning nouns in the school such as field, bag, teacher, students, and library.

Photos are given to students with different ability during the treatment. In this research there are four treatments. The first and second treatments are about studying vocabulary by writing and drilling students by using photos. The third and the fourth treatments are about studying vocabulary by rearranging and drilling students by using photos.

After doing treatments about using photos in mastering English vocabulary for students with different ability, the researcher gives post-test to the students. The last, the researcher collects the result data pre-test and post test to calculate the research result. To know the research result, can be seen in research analyze data.

Based on the research which analyzed with sign test on SPSS 16.0, it shows data on column Asymp. Sig. (2-tailed) is 0,031 (< 0,05), so Ho is rejected and Ha is confirmed, this means that using photos as a teaching media to improve students with different ability in mastering English vocabulary is effective. In other words, there is a positive of effect using photos media in mastering english vocabulary at SMPLB Negeri Gedangan, Sidoarjo, because the mean score before treatment is smaller than the mean score after treatment, that is 4 < 8 are differences in students with different ability's competence.

If we see in the research result above, it is clear that using photos as a teaching media to improve students with different ability in mastering English vocabulary at SMPLB Negeri Gedangan Sidoarjo are proved. Students with different ability are more enthusiastic, and they can write also understand English vocabulary by using photos.

From the data above, we can confirm at Edward L. Thorndike's theory that the relation or connection between stimulus and respond will be strong if it is often used, showed that is suitable with this research.⁴⁵ So we can conclude that there is improvement in mastering English vocabulary by using photos for students with different ability.

⁴⁵ Prof.Dr. Bimo Walgito. Pengantar Psikologi Umum (Yogyakarta: Andi Offset, 2004), 64.