CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The goal of this chapter is to present the data description of research that consist of pre-test data, post test data, analyzing the data and the discussion of research finding. Those descriptions are used to answer the problem statement stated in the previous chapter.

4.1 Research Findings

Based on the description about the pre-test and post-test the data, I can compare that the result of the pre-test and post-test data were different. The students’ score in pre-test lower than students’ score in post test data. On the other hand, it can be concluded that the Make a Match technique which in several meeting can not improve significantly the students’ ability in vocabulary mastery.

4.2 Treatment Execution

After the pre-test, I did the treatment by applying make a match technique during six meetings. In the first meeting, I taught them about animals I gave them material about kinds of animals vocabulary and gave them some cards about vocabulary. Almost vocabulary is about animals. I made them three groups and after gave them the explanation I asked them to match all words that given.

In the second meeting, I gave them the theme about animals also. It just to remind and to improve the new words in this activity, I asked them to remind again the words previous. Each student I asked to practice in front off class and I gave some question about words.
In third meeting, I gave them the material about Jobs. In this activity I asked them to understand the words about them. The activity in third meeting, it is same with the first meeting. The student’s tray to match vocabulary by makes a match technique.

In the fourth meeting, I gave them material about jobs also and I asked them to remind more vocabulary in first and second and each group I gave some question about words. In fifth meeting, I gave them new material about Work Places. In sixth meeting I asked them to remind all of vocabulary by the first meeting until fifth meeting.

4.3 The description of the data

4.3.1 The Description of pre-Test Data

Before I applied the treatment, I gave the pre-test to the student. The description of the pre-test data is as follows (see appendix 12)

a. The students’ highest score was 19

b. The students’ lowest score was 7

c. The mean score was 12.42

d. The standard deviation score was 3.52

e. The range of the interval class was 12

f. The number of interval class was 5

g. The wide of the interval class was 3
The students’ score in the pre-test data can be distributed into five interval classes, namely scores 7-9 are 3 or 14.28%, score 10-12 are 6 or 28%, score 13-15 are 9 or 42.85%, score 16-18 are 2 or 9.52%, and the last score 19-121 are 1 or 4.76%. (See appendix 18)

Base on these intervals, it can be concluded that most of students’ score in the pre-test data were 13-15, with frequency 9 or 42.85%.

4.3.2 The Description of Post-test Data

The post-test data was give after the treatment. The description of the post-test data was analyzed after I found the following score (see appendix 15):

- a) The students’ highest score was 18
- b) The students’ lowest score was 7
- c) The mean score was 13.29
- d) The standard deviation score was 3.64
- e) The range of the interval class was 11
- f) The number of interval class was 6
- g) The wide of the interval class was 2

The students’ score in the post test-test can be distributed into six interval classes, namely scores 7-8 are 1 or 4.762%, score 9-10 are 0 or 0%, score 11-12 are 6 or 28.57%, score 13-14 are 8 or 38.1%, score 15-16 are 4 or 19.05% and the last score 17-18 are 2 or 9.524%. (See appendix 19)

Base on these intervals, it can be concluded that most of students’ score in the post-test data were 13-14, with frequency 8 or 38.1%.
4.3.3 *The Analysis of The Data*

In testing hypothesis, I used the formula

$$t = \frac{\bar{x} - \mu_0}{s / \sqrt{n}}$$

where:

$s = 13.29$

$n = 21$

$\bar{x} = 12.85$

$\mu_0 = 15$

$t = -0.74$ (see appendix 17)

The criteria used in analyzing the hypothesis are:

$H_0: \mu_1 = \mu_2$ : there is not different between pre test and post test

$H_a: \mu_1 \neq \mu_2$ : there is different between pre test and post test

$\mu_1$ = pre-test

$\mu_2$ = post-test

notes:

- The hypothesis ($H_0$) will be accepted if $t_{\text{count}} < t_{\text{list}}$

- The hypothesis ($H_0$) will be rejected if $t_{\text{count}} > t_{\text{list}}$
The result of t-testing is presented in table below:

Table 2. The result of t-testing calculation

<table>
<thead>
<tr>
<th>N</th>
<th>Df</th>
<th>t&lt;sub&gt;count&lt;/sub&gt;</th>
<th>t&lt;sub&gt;list&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>20</td>
<td>-0.74</td>
<td>1.725</td>
</tr>
</tbody>
</table>

Where:

\[ n = \text{the number of sample} \]

\[ df = \text{the degree of freedom (n – 1)} \]

\[ t_{\text{count}} : \text{the value from the computation result of t-testing analysis.} \]

\[ t_{\text{list}} : \text{the value obtained by taking at the value of significance } \alpha = 0.05 \]

Looking at the table 4 above, I found that \( t_{\text{count}} = -0.74 \) (see appendix 17) with the degree of freedom \( n – 1 = 20 \) and the level of significance \( \alpha = 0.05 \). I also found the value of \( t_{\text{list}} = 1.725 \). The criteria of the hypothesis verification is \( H_0 \) will be received if \( t_{\text{count}} < t_{\text{list}} \). It can be concluded that the hypothesis is unacceptable because based on the criteria, \( t_{\text{count}} \) is smaller than \( t_{\text{list}} \) or \( t_{\text{list}} \) is bigger than \( t_{\text{count}} \), that is \( 1.725 > -0.74 \) it means that, this technique can not significantly increase the students’ ability in mastering vocabulary.

Relating to the hypothesis above, the hypothesis of this research is that the application of Make a Match technique can not increase the students’ ability in mastering vocabulary.
4.4 Discussion

The class room action, I was Carried out to increasing students’ vocabulary in class VIII of MTs Al-Khairat Gorontalo City. In this research I used Make a Match Technique as the alternative main and the first teaching vocabulary used in MTs Al-Khairat Gorontalo city. This research was conducted eight times consisting of pre and post test two times, and treatment six times. In giving the treatment I found some problems in the class. For example, the students’ attention to English when I taught is low. Many students did not pay attention to me so it influenced the result of this research. As Ismail (2002:72) we can implicate active learning if the students have participation active in class. In addition, the time given by the teacher in the class is limited. Therefore I could not give additional explanation to them because next subject is waiting.

In my observation at MTs Al-Khaerat, the student mastery vocabulary is low. They had difficulty to identify the relation of words and they did not know the meaning of the words. So they could not use the words. I took the source of the data from the teacher of this school, especially from English teacher, the teacher as well as given of material is independent. When one of the aspects do not fulfill or do not support, the efficient of teaching and learning will inaccessible.

The purpose to test the effectiveness of finding Make a Match technique in increasing students’ vocabulary mastery, this research is conducted. As the result, such as draw in post test data, finding Make a Match technique less significantly effective. This is proofed with the difference of students’ achievement before and after the treatment given.
In learning process of Make a Match, used some media for example picture question card and describe cards question. But in the treatment process just focused at the picture questions card as a media without using describe card questions.

According to Lie (2010:55) one of the advantages of Make a Match is that teacher can make students active than before and feel fun, but as in fact, in learning process this method can not change the condition of students of Class VIII MTS Al-Khairat to actively and feel fun maximally. For example, there are some students in class when I taught them just sit in class and did not give respond when I applied this technique, so made this technique can not maximally applied in learning process.

Beside that the system of group division in Make a Match technique is that the students in the class are just divided in to three groups because it difficult to control the student if they divide into more than three groups. So every group consists of seven persons. It indicates inability of other students not actively. This makes the learning in class not effective because not all students participate actively. As Ismail (2002:33) the class situation must be considered, in managing class including of group division, because the students’ condition often change according to their psychology. From the problem above, it is indicated that many factor consequently influence the result of this research in which this research become not maximal.
The result of this research in which \( H_0 \) received, it shows that hypothesis is rejected. Because based on criteria of the hypothesis verification is \( H_0 \) will be received if \( t_{\text{count}} < t_{\text{list}} \). Although the hypothesis is rejected but students still gain advantage from this research. For example, it can give a new circumstance in learning process, so student did not feel boring in class. And also can improve the students’ motivation in learning process. It can view from the increasing of students’ average score before and after treatment.

The Students average score in pre-test is 12.42 and after treatment it increased to 13.29. Beside that, the students who get score until 16-18 right answers in pre-test only 2 person, and after treatment the students who get right answer 16-18 is 6 person by 20 questions.