

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Description of the Data

##### 1. The Result of Pre Test Score of the Experiment Class

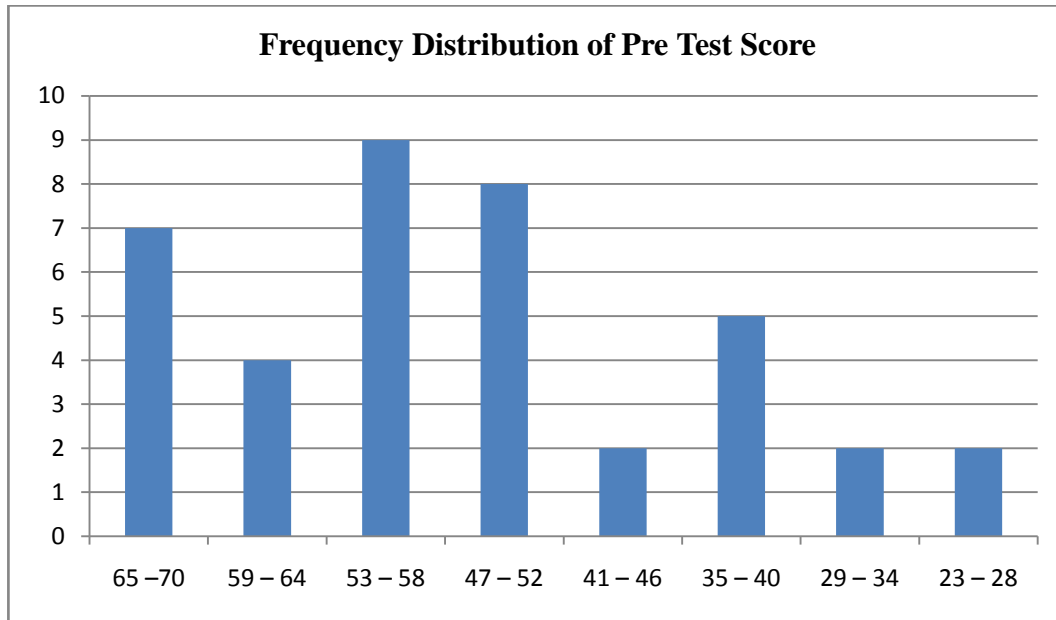
The writer gave pre test to the experiment class. First, pre test was conducted to the experiment class. It was conducted on Wednesday, August 26<sup>th</sup>, 2015, at 06.30-08.00 am in VII-B room with the number of student were 39 students. Then, Post test was conducted to Experiment class. It was conducted on Friday, October 1<sup>th</sup>, 2015, at 08.00-09.20 am; in VII-B room with the number of student were 39 students.

**Table 4.1 The Pre Test and post test –Score of Experimental Class**

No	Pre Test	
	Students' Code	Score
1	A1	60
2	A2	60
3	A3	48
4	A4	68
5	A5	58
6	A6	35
7	A7	30
8	A8	28
9	A9	40
10	A10	53
11	A11	33
12	A12	35
13	A13	40
14	A14	45
15	A15	35
16	A16	60
17	A17	58

18	<b>A18</b>	<b>60</b>
19	<b>A19</b>	<b>50</b>
20	<b>A20</b>	<b>50</b>
21	<b>A21</b>	<b>48</b>
22	<b>A22</b>	<b>48</b>
23	<b>A23</b>	<b>48</b>
24	<b>A24</b>	<b>68</b>
25	<b>A25</b>	<b>68</b>
26	<b>A26</b>	<b>68</b>
27	<b>A27</b>	<b>48</b>
28	<b>A28</b>	<b>68</b>
29	<b>A29</b>	<b>68</b>
30	<b>A30</b>	<b>58</b>
31	<b>A31</b>	<b>58</b>
32	<b>A32</b>	<b>58</b>
33	<b>A33</b>	<b>58</b>
34	<b>A34</b>	<b>58</b>
35	<b>A35</b>	<b>58</b>
36	<b>A36</b>	<b>65</b>
37	<b>A37</b>	<b>58</b>
38	<b>A38</b>	<b>50</b>
39	<b>A39</b>	<b>43</b>
<b>Highest Score</b>		<b>68</b>
<b>Lowest Score</b>		<b>23</b>
<b>Mean</b>		<b>51.32</b>
<b>Standard Deviation</b>		<b>7.94</b>

Based on the result of research in class VII-B as experiment class before was taught by TPR on Physical Appearance, the highest pre test score was 68 and the lowest pre test score was 23, the mean of experiment class was 51.32 and the standard deviation of experiment class was 7.94.(See detail in appendix 7).



**Figure 3.2 Histogram of Pre-test Score**

## 2. The Result of Post Test Score of the Experiment Class

The writer gave post test to the experiment. First, post test was conducted to the experiment class. It was conducted on Friday, October 1<sup>th</sup>, 2015, at 08.00-09.20 am; in VII-B room with the number of student were 39 students.

**Table 4.2 The Post Test Score of Experimental Class**

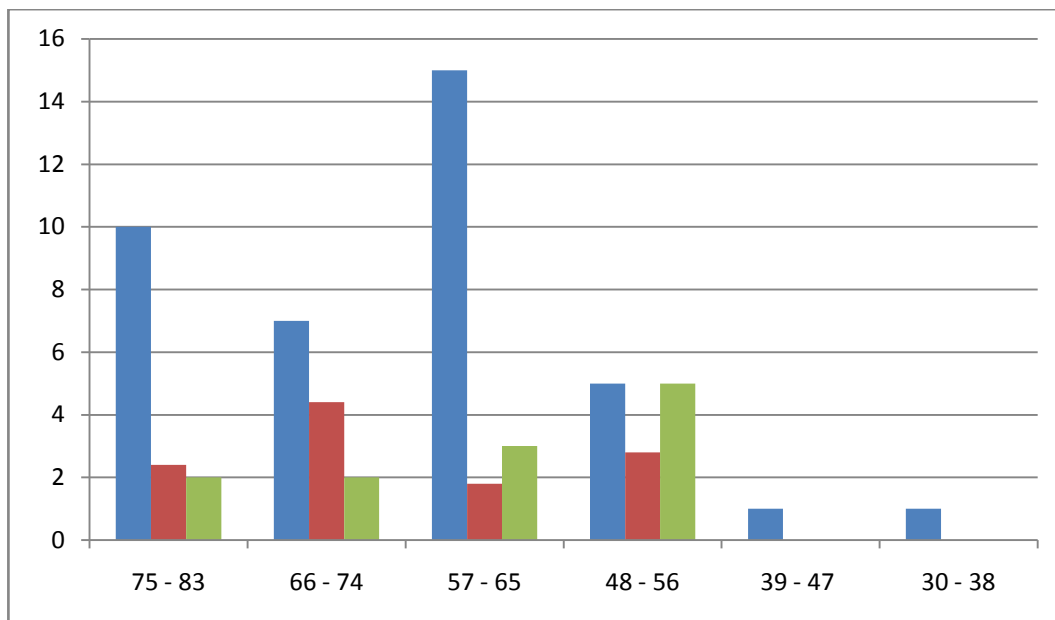
No	Experiment class		
	Students' Code	Post test I	Post test II
1	A1	60	55
2	A2	50	85
3	A3	60	75
4	A4	70	83
5	A5	60	63
6	A6	50	70
7	A7	40	58
8	A8	30	60

9	<b>A9</b>	<b>50</b>	<b>60</b>
10	<b>A10</b>	<b>60</b>	<b>73</b>
11	<b>A11</b>	<b>50</b>	<b>63</b>
12	<b>A12</b>	<b>60</b>	<b>63</b>
13	<b>A13</b>	<b>60</b>	<b>70</b>
14	<b>A14</b>	<b>50</b>	<b>63</b>
15	<b>A15</b>	<b>60</b>	<b>63</b>
16	<b>A16</b>	<b>70</b>	<b>80</b>
17	<b>A17</b>	<b>60</b>	<b>73</b>
18	<b>A18</b>	<b>70</b>	<b>80</b>
19	<b>A19</b>	<b>70</b>	<b>78</b>
20	<b>A20</b>	<b>70</b>	<b>75</b>
21	<b>A21</b>	<b>80</b>	<b>60</b>
22	<b>A22</b>	<b>60</b>	<b>58</b>
23	<b>A23</b>	<b>80</b>	<b>58</b>
24	<b>A24</b>	<b>70</b>	<b>63</b>
25	<b>A25</b>	<b>60</b>	<b>73</b>
26	<b>A26</b>	<b>80</b>	<b>80</b>
27	<b>A27</b>	<b>80</b>	<b>65</b>
28	<b>A28</b>	<b>80</b>	<b>70</b>
29	<b>A29</b>	<b>80</b>	<b>73</b>
30	<b>A30</b>	<b>80</b>	<b>73</b>
31	<b>A31</b>	<b>80</b>	<b>60</b>
32	<b>A32</b>	<b>60</b>	<b>75</b>
33	<b>A33</b>	<b>80</b>	<b>88</b>
34	<b>A34</b>	<b>60</b>	<b>68</b>
35	<b>A35</b>	<b>60</b>	<b>68</b>
36	<b>A36</b>	<b>70</b>	<b>60</b>
37	<b>A37</b>	<b>80</b>	<b>63</b>
38	<b>A38</b>	<b>60</b>	<b>73</b>
39	<b>A39</b>	<b>60</b>	<b>70</b>
<b>Highest Score</b>		<b>80</b>	<b>88</b>
<b>Lowest Score</b>		<b>30</b>	<b>55</b>
<b>Mean</b>		<b>64.40</b>	<b>69.42</b>
<b>Standard Deviation</b>		<b>7.76</b>	<b>8.93</b>

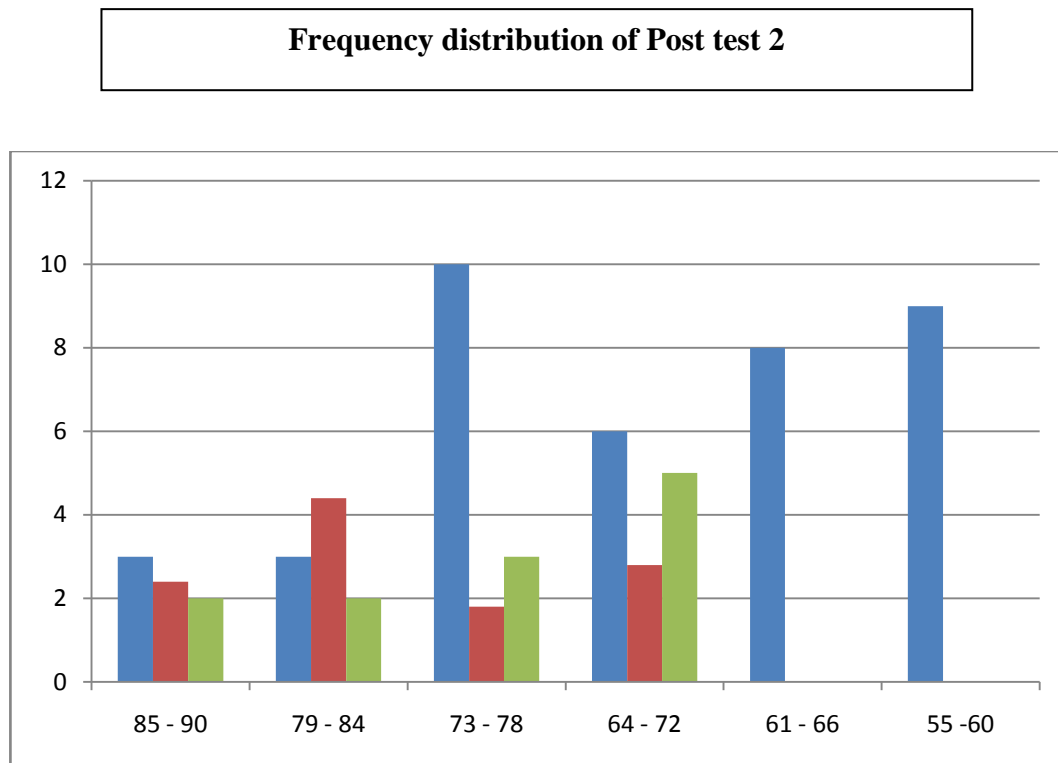
Based on the result of research in class VII-B as experiment class after was taught by Using TPR on Physical Appearance , the highest post test I score was 80 and the lowest post test I score was 30, the mean of Post test I

was 64.40 and the standard deviation of Post test I was 7.76 .the highest post test II score was 88 and the lowest Post test II was 55, the mean of Post test II 69.42. and the standard deviation of Post test II was 8.93. Meanwhile, the result of research in class VII-B as Experiment class after was taught by TPR on Physical Appearance, the highest Post test 1 and Post test 2 score was and the lowest post test score was , the mean of experiment class and standard deviation. ( See detail in appendix 7).

#### Frequency distribution of post test 1



**Figure 3.3 Histogram of Post-test 1 Score**



**Figure 3.4 Histogram of Post-test 2 Score**

## **B. Testing Normality and Homogeneity**

Before analyzing the data, the writer calculated the normality and homogeneity as required calculating the data.

### **1. Normality**

#### **a. Testing of Normality of Pre Test and Post Test of Experimental**

#### **b. Class**

In this study, the writer used One Sample Kolmogorov-Smirnov Test to examine the normality.

**Table 3.5 Testing of Normality of Pre Test and Post Test of Experiment Class**

**One-Sample Kolmogorov-Smirnov Test**

		Pretest	Post test
N		39	39
Normal Parameters <sup>a</sup>	Mean	51.32	64.60
	Std. Deviation	7.984	7.76
Most Extreme Differences	Extreme Absolute	.200	.173
	Positive	.088	.173
	Negative	-.200	-.110
Kolmogorov-Smirnov Z		1.249	1.078
Asymp. Sig. (2-tailed)		.088	.196
a. Test distribution is Normal.			

Based on the table above, it could be seen that the result of normality calculation using SPSS 16 program, the asymptotic significance normality of experiment class Pre test was 0.88 and the asymptotic significance normality of class Post test was 0.196 Then, the result of normality of experiment class and control class was interpreted on x table with degree of significance 5% (0.05). It was found that asymptotic significance normality of experiment class was higher than x table at 5% significance level ( $0.88 > 0.05$ ,  $0.198 > 0.05$ ). It meant the data was in normal distribution as required.

## 2. Homogeneity

In this study, the writer used Levene Statistic to examine the homogeneity as can be seen in Table 4.4

### Table 3.6 Testing of Homogeneity

#### Test of Homogeneity of Variances

post test

Levene Statistic	df	df2	Sig.
1.615	6	25	.184

As can be seen that the result of homogeneity calculation using SPSS program 16.0 was 0.184 Then, the result of homogeneity was interpreted on f table with level of significance 5% (0.05). It was found that f value was higher than f table at 5% significance level ( $0.184 > 0.05$ ). It meant both of variances were homogeneity as required.

#### C. The Result of Data Analysis

To analyzing the data, the writer interpreted the data from the table of calculation of Pre -test , Post Test 1, Post Test 2, as follows :

**Table 4. 5**

No	Students Code	Pre test	Post test 1	Post test 2
1	Ahmadi Munawar	60	60	55
2	Ahmad Sukma Nugraha	60	50	85
3	M.aditya	48	60	75
4	Muhammad Lukman	68	70	83
5	Ryan edi Wiyono	58	60	63



6	Zahratunnisa	35	50	70
7	Rika valentine	30	40	58
8	Nurul huda	28	30	60
9	Ariyani apijah	40	50	60
10	Meylin maulida	53	60	73
11	M.rizky Muntaha	33	50	63
12	Rizky maulana	35	60	63
13	Ema maulida	40	60	70
14	Gilang Permadani	45	50	63
15	Rina Rufaida	35	60	63
16	Nurma aiya meiana	60	70	80
17	Mariatul Kiptiah	58	60	73
18	M. arya ramadhani	60	70	80
19	Roby Zamrud H	50	70	78
20	Fergio Bagus.S	50	70	75
21	Masika Nurul Aina	48	80	60
22	Ahmad Maulana	48	60	58
23	Khodijah	48	80	58
24	M.nor Rizky Ramadhani	68	70	63
25	Muhammad Supiyadi	68	60	73
26	Rabiatul Wahdiah	68	80	80
27	Laila husniah	48	80	65
28	Wulan sari	68	80	70
29	Siti Fitriah	68	80	73
30	Rahmi Azizah	58	80	73
31	Nor hamidah	58	80	60
32	Novita dwi Arum	58	60	75
33	Raudhatul Jannah	58	80	88
34	Ahmad Sofyan	58	60	68
35	Ahmad Syauqi Beck	58	60	68
36	Naufal Mubarak	65	70	60
37	Zalfaa afifah salsabila	58	80	63
38	M. alwi husein	50	60	73
39	M. davi akbar	43	60	70
	<b>Highest score</b>	<b>68</b>	<b>80</b>	<b>88</b>
	<b>Lowest score</b>	<b>23</b>	<b>30</b>	<b>55</b>
	<b>Mean</b>	<b>51.32</b>	<b>64.60</b>	<b>69.42</b>
	<b>Standard deviation</b>	<b>7.94</b>	<b>7.76</b>	<b>8.93</b>

Based on the result of research in class VII-B as experiment class, the highest Pre test score was 68 and the lowest Pre test score was 23, the mean of Pre test was 51.32 and the standard deviation of Pre test was 7.94. The highest post test 1 score was 80 and the lowest Post test 1 was 30, the mean of Post test 1 was 64.60 and the standard deviation of Post test 1 was 7.76. The highest Post test 2 score was 88 and the lowest Post test 2 was 55, the mean of Post test 2 Score was 69.42. and the standard deviation of Post test 2 was 8.93.

In this study, SPSS 16.0 was conducted to test the hypotheses (Ha: TPR gives effect on the student's Vocabulary of the seventh grade students at MTs Muslimat NU Palangka Raya, Ho: TPR does not give effect on the student's Vocabulary of the seventh grade students at MTs Muslimat NU of Palangka Raya). Writer used one-way repeated measure ANOVA as the technique in measuring the tests.

**Table 3.7 The Calculation of Pre-Test , Post test 1 and Post test 2**

**One way repeated measures ANOVA**

**Descriptive Statistics**

	Mean	Std. Deviation	N
Pre test	51.32	7.941	39
Post Test 1	64.60	7.764	39
Post Test 2	69.42	8.935	39

In the descriptive statistics table shows that it is provided three sets of scores (Mean, Standard Deviation, N).

### Multivariate Tests<sup>b</sup>

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Scores Pillai's Trace	.747	54.623 <sup>a</sup>	2.000	37.000	.000	.747
Wilks' Lambda	.253	54.623 <sup>a</sup>	2.000	37.000	.000	.747
Hotelling's Trace	2.953	54.623 <sup>a</sup>	2.000	37.000	.000	.747
Roy's Largest Root	2.953	54.623 <sup>a</sup>	2.000	37.000	.000	.747

In these all multivariate tests yield the same result, however on a book of Julie f. pallant said that the most commonly reported is Wilk's Lamda. In the table above shows that value for Wilk's Lamda is 0.25, with probability value of 0.00 (which really means  $p < 0.05$ ). The value of p is less than 0.05, so it can be concluded that there is significant effect among scores of pre-test, post-test 1-post-test 2. Then using the commonly used guidelines proposed by Cohen, 1988 (0.01 = small, 0.06 = moderate, 0.14 = large effect). The result can be seen in the Partial eta squared in the multivariate tests shows 0.075, it suggests a very large effect size.

#### **D. Interpretation**

The hypothesis result Testing using one way repeated measures ANOVA of SPSS 16.0 above, researcher interpreted that TPR gives effect on the student's Vocabulary of the seventh grade students at MTs Muslimat NU Palangka Raya. It was based on the calculation used SPSS 16.0 statistic program, the result showed . In the table above shows that value for Wilk's Lamda is 0.25, with probability value of 0.00 (which really means  $p < 0.05$ ). The value of p is less than 0.05, so it can be concluded that there is significant effect among scores of pre-test (Mean 51.32), Post-test I (Mean 64.60) , Post-test II (69.42). Then using the commonly used guidelines proposed by Cohen, 1988 (0.01 = small, 0.06 = moderate, 0.14 = large effect). The result can be seen in the Partial eta squared in the multivariate tests shows 0.075, it suggests a very large effect size. Students who were though using TPR have better scores on their vocabulary than when they still had not been though using TPR. It can be seen on the output of the Mean. It shows that pre-test (51.32) is lower than < the first post-test after getting treatment once (64.60), then the second post-test after getting treatment twice has better score of mean (69.42) than the Pre-test and the first Post-test. Based on the result above significant it could be said TPR gave effect to students' vocabulary score.

#### **E. Discussion**

The result of analysis showed that using TPR gave effect on Physical Appearance in Vocabulary at the seventh grade students of Mts Muslimat NU

Palangka Raya. the research used one way repeated measures ANOVA of SPSS 16.0 above, the value for Wilk's Lamda is 0.25, with probability value of 0.00 (which really means  $p < 0.05$ ). The value of  $p$  is less than 0.05, so it can be concluded that there is significant effect among scores of pre-test, post-test 1, post-test 2. Then using the commonly used guidelines proposed by Cohen, 1988 (0.01 = small, 0.06 = moderate, 0.14 = large effect). The result can be seen in the Partial eta squared in the multivariate tests shows 0.075, it suggests a very large effect size. Students who were though using TPR have better scores on their vocabulary than when they still had not been though using TPR. It can be seen on the output of the Mean. It shows that pre-test (51.32) is lower than < the first post-test after getting treatment once (64.40), then the second post-test after getting treatment twice has better score of mean (69.42) than the pre-test and the first post-test.

There were several reasons why Students who were taught using TPR have better scores on their vocabulary than when they still had not been taught using TPR. First, TPR method makes students physically active by nature, TPR will also make language learning especially vocabulary more effective because children feel fun during the learning activity. The finding was suitable with Larsen Freeman who also stat that TPR was develop in order to reduce the

stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.<sup>1</sup>

Second, TPR can facilitate students with the meaning in real context. Students can memorize the vocabulary by looking at the action, even though the vocabulary is not translated. So the presence of action in the classroom is as an imperative to help teacher in explaining the material for students and in understanding the meaning of vocabulary because of this method uses basic command and real context in the process of learning it is very helpful for students to know the meaning.

The third reason was related to Helena Anderson Curtain & Carol Ann Pesola said that the process is just the same as the first time they start knowing their first language. The teacher will be able to teach their students how to express a request. That is why Total Physical Response is suitable to teach vocabulary. Total Physical Response is an effective method in teaching foreign language for children and adults, especially for beginner students.<sup>2</sup>

Fourth, TPR can encourage students in activities of learning process. So, it can develop not only motivation but also the aim of students in learning. And this

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<sup>1</sup> Yeni Octaviany, *The Application of Total Physical Response in Teaching English Vocabulary to The Fourth Graders of SD Negeri04 Krajangkulon Kaliwungu Kendal in Academic Year of 2006/2007*, Semarang, 2007, P. 6

<sup>2</sup> Helena Anderson Curtain & Carol Ann Pesola, *Language and Children making the Match: Foreign Language Instruction in the Elementary School*, (Massachusetts, 1988), P. 127

method very useful for children because children like to give response by using physical response first better than using verbal response.<sup>3</sup>

Fifth, based on the daily test given by researcher, the students physical vocabulary scores had better and better after being taught using TPR.

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<sup>3</sup>Aminudin, *Teaching vocabulary Through Total Physical Response method to children*. P. 5