

CHAPTER V

DISCUSSION

In this chapter, the writer would like to discuss the findings of the research, the problems that she faced and how did she solve it. As mentioned in the previous chapter that in this research, the writer wanted to know the effect of using picture crossword to improve students' vocabulary. In these findings, the writer presented the result of research and the analysis of the data collected which were conducted through pre-test, four times of treatment and post test. Pre-test was considered as the preliminary reflection. Four times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation. Post test was considered as the final result because the writer had to compare the students' result of pre-test and post-test.

When the writer did a research, she had observed that the students in experimental class are more motivated to learn English than students in control class. It is caused the students in experimental class were taught using picture crossword while the students in control class were taught using matching word. It is supported by Raines's theory about the main advantages of using authentic materials. The first advantage is the most students' associate crossword puzzle with game playing and recreation. Another benefit of using crossword puzzles in the classroom is crossword can help the students more fun and can also appeal to various students learning style. Crossword puzzle with subject-specific vocabulary can be created with ease and in a short amount of time. Finally, crossword can increase the students' confidence in their ability and understanding.(Chapter II, page. 21)

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the Standard deviation and Standard error of X1 and X2. It was found the Standard deviation and the Standard error of post test of X1 and X2 at the previous data presentation. The result of the standard deviation calculation of X1 was 9.47 and the result of the standard error calculation of X1 was 1.76. The result of the standard deviation calculation of X2 was 7.99 and the result of the standard error calculation of X2 was 1.48. The next step, the writer calculated the normality test. It is used to know the normality of the data that is going to be analyzed whether both class have normal distribution or not. The result of the calculation, the writer compare X_{observed} and X_{table} for $\alpha = 0.05$ and $(dk) = k-1=6-1=5$, and got the score $X_{\text{table}}=11.070$ and X_{observed} smaller than X_{table} ($-71.61 \leq 11.070$). The result of posttest of experiment class (X1) was normal. The result of the calculation, the writer compare X_{observed} and X_{table} for $\alpha = 0.05$ and $(dk) = k-1=6-1=5$, and got the score $X_{\text{table}}=11.070$ and X_{observed} smaller than X_{table} ($-103.707 \leq 11.070$). The result of posttest of control class (X2) was normal. Then, the writer calculated homogeneity test. The result of calculation, the writer compare X_{observed} and X_{table} for $\alpha = 0.05$ and $(dk) = k-1=2-1=1$ and got the score $X_{\text{table}}=3.841$ and X_{observed} smaller than X_{table} ($1.035 \leq 3.841$). The result of post tes was homogen. The score of t_{observed} was -8.380. The criteria of the test is if $t_{\text{observed}} > t_{\text{table}}$ H_a is refused, it means that it is significant. Then if $t_{\text{observed}} < t_{\text{table}}$ H_o is recieved and it is not significant. Then, to know t_{table} the writer used formula $Df=N-2$, and $N = 30$. So $Df=30-1=29$. Then t_{observed} is consulted with t_{table} which $Df=29$. Significant standard 5% = 2,04. So, $-8,380 > 2,04$. From the

calculation above, it can be seen that $t_{\text{observed}} \geq t_{\text{table}}$, it can be concluded that H_a accepted and H_0 is rejected

The result of analysis showed that there was any significant effect of using picture crossword toward the students' vocabulary of the seventh grade students at *MTsN Katingan Tengah*. The students who were taught used picture crossword reached higher score than those who were taught without used picture crossword. Meanwhile, after the data was calculated using ttest, it was found that the value of ttest was higher than ttable at 5% level of significance $t_{\text{test}} = -8.380 > t_{\text{table}} = 2.04$. This finding indicated that the alternative hypothesis stating that there was any significant effect of using picture crossword toward the students' vocabulary of the seventh grade students at *MTsN Katingan Tengah* was accepted. On the contrary, the null hypothesis stating that there was no any significant effect of using picture crossword toward the students' vocabulary of the seventh grade students at *MTsN Katingan Tengah* was rejected.