CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

In this chapter, the writer attempts to submit the data as outcome of the research that has hold at MTsN 1 Pandeglang, The research was only directed to the students of the seventh grades. The writer had selected VII-J class that consists of 33 students as experimental class and VII-I as control class.

The research has compared the achievement of pre-test and post-test to know whether Reading for Pleasure activity is effective in teaching vocabulary. The writer has done an analysis of quantitative data. The data has been obtained by giving pre-test and post-test to the experimental and control class. The pre-test has given before treatment and post-test has given after treatment, but the treatment is different between experimental and control class. The writer has given 10 matching tests, 10 filling incomplete words tests, 5 making sentence tests from 5 words that has had been attended, and 5 making sentence tests from 5 words that students has got from text that they have ever read.

The students were lack vocabulary before they were taught by Reading for Pleasure activity. After they were taught by Reading for Pleasure activity, they got fairly better score and achievement.

1. Experimental Class

The writer describes the result of pre-test and post-test of the experimental class by the table below:

Table 4.1
The Difference Score between Pre-test and Post-test of the Experimental Class

No.	Respondent	Pre-test (X_1)	Post-test (X_2)
1	AA	54	72
2	AS	57	72
3	AHN	58	76
4	AYP	52	68
5	AF	74	89
6	BPY	72	89
7	DAS	55	67
8	F	70	86
9	IWN	60	77
10	IH	61	79
11	MDH	64	81
12	MIN	39	56
13	MRA	59	71
14	MIAS	63	77
15	MH	56	74
16	MA	72	87
17	MAAM	65	81
18	MRM	71	89
19	NFP	67	84
20	NSS	35	48
21	PAS	76	88
22	PRA	60	74
23	RSM	78	90
24	RI	43	59
25	RM	55	73
26	SASL	45	60
27	SO	41	58

28	SS	56	70
29	SI	59	76
30	TNS	55	69
31	TA	63	76
32	TAP	44	56
33	ZN	52	68
N=33	**Total**	**ΣX_1 = 1931**	**ΣX_2 = 2440**

Mean of Pre-test:

$\bar{X}_1 = \frac{\Sigma X_1}{N_X} = \frac{1.931}{33} = 58{,}51$ (The mean of the experimental class's pre-test was 58,51).

Mean of Post-test:

$\bar{X}_2 = \frac{\Sigma X_2}{N_X} = \frac{2.440}{33} = 73{,}93$ (The mean of the experimental class's post-test was 73,93).

From the table 4.1 above showed the result of students' pre-test score of the experimental class. The data showed the total score was 1.931 with the maximum score was 78 and the minimum score was 35. There was one student who got the maximum score and there was one student who got the minimum score. In addition for the result of students' post-test score of the experiment class, the data showed the total score was 2.440 with the maximum score was 90 and the minimum score was 48. There was one student who got the maximum score and there was one student who got the minimum score.

The difference result of pre-test and post-test of the experimental class means that there is the significant influence after giving the treatment using reading for

pleasure activity, it was seen from the average or mean of the post-test that was better than pre-test, that was 58,51 < 73,39.

2. Control Class

The writer describes the result of pre-test and post-test of the control class by the table below:

Table 4.2
The Difference Score between Pre-test and Post-test of the Control Class

No.	Respondent	Pre-test (Y_1)	Post-test (Y_2)
1	AHS	60	64
2	ARS	76	80
3	AQZ	52	55
4	ARP	35	39
5	ASK	76	80
6	DP	34	36
7	DR	63	67
8	EM	53	57
9	FFA	70	75
10	GSN	67	71
11	HAS	47	50
12	IR	35	39
13	MBS	70	74
14	MZM	66	70
15	MDP	74	77
16	MFR	68	73
17	MMH	66	70
18	MFS	30	34
19	NA	23	25
20	NAM	60	65
21	NS	29	34
22	PZIM	64	66
23	PZDO	35	41

24	RA	76	79
25	RSS	76	80
26	RSRA	70	74
27	RH	63	66
28	RR	33	36
29	SNF	63	65
30	SP	55	58
31	SS	75	79
32	SRF	65	68
33	ZA	66	70
N=33	**Total**	**$\Sigma Y_1 = 1895$**	**$\Sigma Y_2 = 2017$**

Mean of Pre-test:

$\bar{Y}_1 = \frac{\Sigma Y_1}{N_Y} = \frac{1.895}{33} = 57{,}42$ (The mean of the control class's pre-test is 57,42).

Mean of Post-test:

$\bar{Y}_2 = \frac{\Sigma Y_2}{N_Y} = \frac{2017}{33} = 61{,}12$ (The mean of the control class's post-test was 61,12).

From the table 4.2 above showed the result of students' pre-test score of the control class. The data showed the total score was 1.895with the maximum score was 76 and the minimum score was 23. There were four students who got the maximum score and there was one student who got the minimum score. In addition for the result of students' post-test score of the control class, the data showed the total score was 2.017 with the maximum score was 80 and the minimum score was 25. There were three students who got the maximum score and there were one student who got the minimum score.

The difference result of pre-test and post-test of the control class means that there is the significant influence after giving the treatment without using reading

for pleasure activity, it was seen from the average of the post-test that was better than pre-test, that was 57,42 < 61,12.

B. Data Analysis

1. Experimental Class

The writer analyzed the data by comparing the students' score of pre-test and post-test of the experimental class. The students' improvement score was caused by reading for pleasure activity that the writer used in teaching vocabulary. If it was seen from the students' improvement score, it means that teaching vocabulary using reading for pleasure activity was success.

The writer describes the students' improvement score of pre-test and post-test of the experimental class by the table below:

Table 4.3
The Difference Score between Pre-test and Post-test Result of the Experimental Class

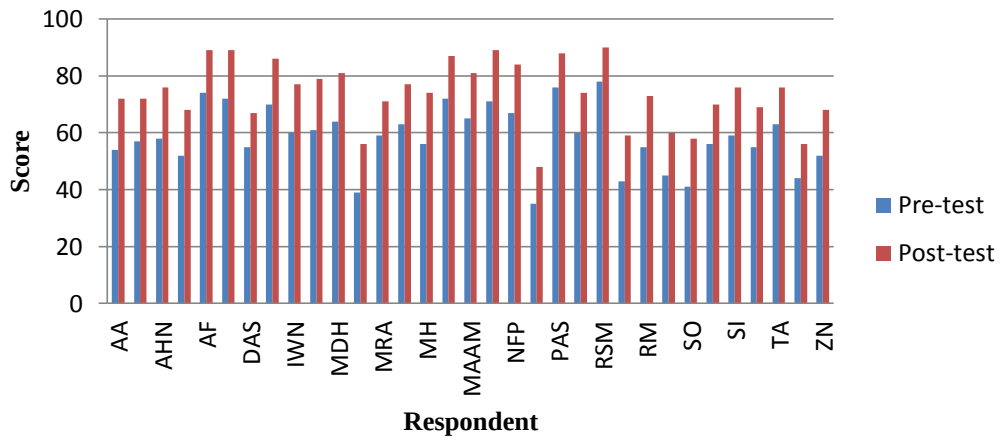
No.	Respondent	Pre-Test (X_1)	Post-test (X_2)	Difference (DX)
1	AA	54	72	18
2	AS	57	72	15
3	AHN	58	76	18
4	AYP	52	68	16
5	AF	74	89	15
6	BPY	72	89	17
7	DAS	55	67	12
8	F	70	86	16
9	IWN	60	77	17
10	IH	61	79	18
11	MDH	64	81	17

12	MIN	39	56	17
13	MRA	59	71	12
14	MIAS	63	77	14
15	MH	56	74	18
16	MA	72	87	15
17	MAAM	65	81	16
18	MRM	71	89	18
19	NFP	67	84	17
20	NSS	35	48	13
21	PAS	76	88	12
22	PRA	60	74	14
23	RSM	78	90	12
24	RI	43	59	16
25	RM	55	73	18
26	SASL	45	60	15
27	SO	41	58	17
28	SS	56	70	14
29	SI	59	76	17
30	TNS	55	69	14
31	TA	63	76	13
32	TAP	44	56	12
33	ZN	52	68	16
N=33	**Total**	**ΣX_1 = 1931**	**ΣX_2 = 2440**	**ΣDX = 509**
	Average	**MX_1 = 58,51**	**MX_1 = 73,93**	**MX = 15,42**

Table 4.3 above showed the difference score between pre-test and post-test of experimental class. The difference was the result of the post-test scores that was reduced by the pre-test scores. There was significant difference between pre-test and post-test by the highest difference was 18 and the lowest difference was 12.

The graphic is described below:

Graphic 4.1
The Students' Pre-test and Post-test Score of Experimental Class



From the graphic 4.1 above showed the result of the students' pre-test and post-test scores of the experimental class. Data showed the improvement that happened at the experiment class based on the result of the pre-test and post-test score.

2. Control Class

The writer analyses the data by comparing the students' score of pre-test and post-test of the control class. The class was given treatment without using reading for pleasure activity. The result describes by the table below:

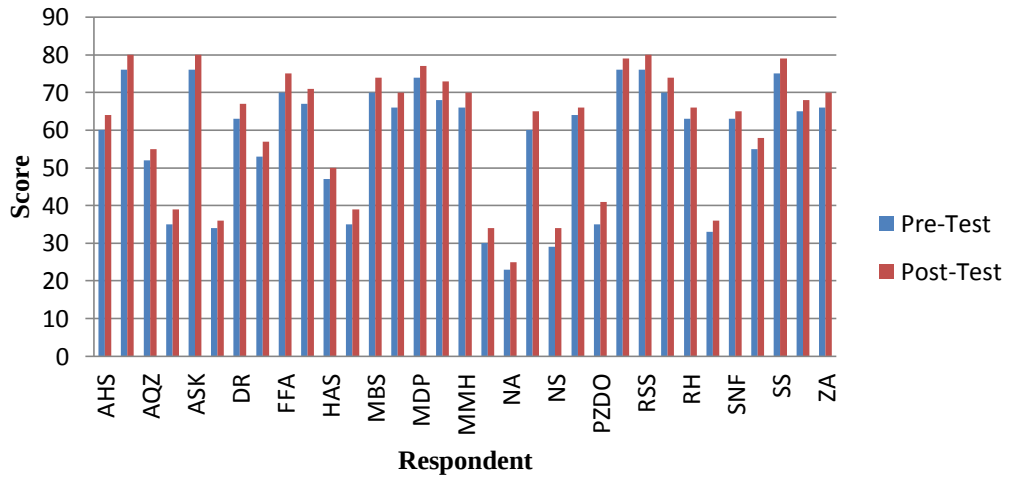
Table 4.4
The Difference Score between Pre-test and Post-test Result of the Control Class

No.	Respondent	Pre-Test (Y_1)	Post-test (Y_2)	Difference (DY)
1	AHS	60	64	4

2	ARS	76	80	4
3	AQZ	52	55	3
4	ARP	35	39	4
5	ASK	76	80	4
6	DP	34	36	2
7	DR	63	67	4
8	EM	53	57	4
9	FFA	70	75	5
10	GSN	67	71	4
11	HAS	47	50	3
12	IR	35	39	4
13	MBS	70	74	4
14	MZM	66	70	4
15	MDP	74	77	3
16	MFR	68	73	5
17	MMH	66	70	4
18	MFS	30	34	4
19	NA	23	25	2
20	NAM	60	65	5
21	NS	29	34	5
22	PZIM	64	66	2
23	PZDO	35	41	6
24	RA	76	79	3
25	RSS	76	80	4
26	RSRA	70	74	4
27	RH	63	66	3
28	RR	33	36	3
29	SNF	63	65	2
30	SP	55	58	3
31	SS	75	79	4
32	SRF	65	68	3
33	ZA	66	70	4
N=33	**Total**	**$\Sigma Y_1 = 1895$**	**$\Sigma Y_2 = 2017$**	**$\Sigma DY = 122$**
	Average	**$MY_1 = 57,42$**	**$MX_1 = 61,12$**	**$MX = 3,69$**

Table 4.4 above showed the difference score between pre-test and post-test of the control class. The difference was the result of the post-test scores that was reduced by the pre-test scores. There was significant difference between pre-test and post-test by the highest difference was 6 and the lowest difference was 2. The graphic is described below:

Graphic 4.2
The Students' Pre-test and Post-test Score of Control Class



From the graphic 4.2 above showed the result of the students' pre-test and post-test scores of the control class. Data showed the improvement that happened at the control class based on the result of the pre-test and post-test score.

3. The Calculation Result of Post-test of Experiment Class and Post-test of Control Class

The writer analyzed the calculation result of post-test of experiment class and post-test of control class by the table below:

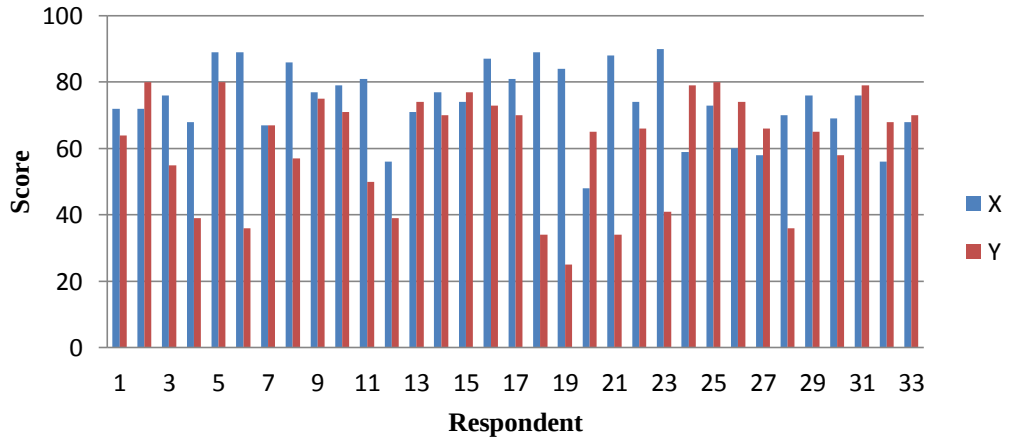
Table 4.5
The Calculation Result of Post-test of Experimental Class (x^2) and Post-test of Control Class (y^2)

No.	X	Y	x	y	x^2	y^2
1	72	64	-1,93	2,88	3,72	8,29
2	72	80	-1,93	18,88	3,72	356,45
3	76	55	2,07	-6,12	4,28	37,45
4	68	39	-5,93	-22,12	35,16	489,29
5	89	80	15,07	18,88	227,1	365,45
6	89	36	15,07	-25,12	227,1	631,01
7	67	67	-6,93	5,88	48,02	34,57
8	86	57	12,07	-4,12	145,68	16,97
9	77	75	3,07	13,88	9,24	192,65
10	79	71	5,07	9,88	25,7	97,61
11	81	50	7,07	-11,12	49,98	123,65
12	56	39	-17,93	-22,12	321,48	489,29
13	71	74	-2,93	12,88	8,58	165,89
14	77	70	3,07	8,88	9,42	78,85
15	74	77	0,07	15,88	0,0049	252,17
16	87	73	13,07	11,88	170,82	141,13
17	81	70	7,07	8,88	49,98	78,85
18	89	34	15,07	-27,12	227,1	735,49
19	84	25	10,07	-36,12	101,4	1304,65
20	48	65	-25,93	3,88	672,36	15,05
21	88	34	14,07	-27,12	197,96	735,49
22	74	66	0,07	4,88	0,0049	32,81
23	90	41	16,07	-20,12	258,24	404,81
24	59	79	-14,93	17,88	222,9	319,69
25	73	80	-0,93	18,88	0,86	356,45
26	60	74	-13,93	12,88	194,04	165,89
27	58	66	-15,93	4,88	253,76	23,81
28	70	36	-3,93	-25,12	15,44	631,01
29	76	65	2,07	3,88	4,28	15,05
30	69	58	-4,93	-3,12	24,3	9,73
31	76	79	2,07	17,88	4,28	319,69
32	56	68	-17,93	6,88	321,48	47,33
33	68	70	-5,93	8,88	35,16	78,85
Σ	**ΣX_2 = 2440**	**ΣY_2 = 2017**			**Σx^2 = 3873,54**	**Σy^2 = 8755,37**

From the table 4.5 has been gotten: $\Sigma X = 2.440$, $\Sigma Y = 2.017$, $\Sigma x^2 = 3.873{,}54$, $\Sigma y^2 = 8.755{,}37$ as for N_x and N_y were same, that was 33.

The graphic is described below:

Graphic 4.3
The Students' Post-test Score of Experimental Class *(x^2)* and Control Class *(y^2)*



From the graphic 4.3 above showed the calculation result of the students' post-test scores of the experimental class and the control class based on the result of post-test score. Data showed the difference score between the experimental class score that was taught by reading for pleasure activity and the experimental class score that was taught without reading for pleasure activity.

Calculate the data above by the t-test formula below:

Determine Mean of:

Variable X:

$$M_X = \frac{\Sigma X}{N_X}$$

$$= \frac{2.440}{33}$$

Variable Y:

$$M_Y = \frac{\Sigma Y}{N_Y}$$

$$= \frac{2.017}{33}$$

= 73,93 = 61,12

Determine Standard Deviation of:

Variable X:

$$SD_X = \sqrt{\frac{\Sigma x^2}{N_X}}$$

$$= \sqrt{\frac{3.873,54}{33}}$$

$$= \sqrt{117,38}$$

= 10,83

Variable Y:

$$SD_Y = \sqrt{\frac{\Sigma y^2}{N_Y}}$$

$$= \sqrt{\frac{8.755,37}{33}}$$

$$= \sqrt{265,31}$$

= 16,28

Determine Standard Error of Mean:

Variable X:

$$SE_{M_X} = \frac{SD_X}{\sqrt{N_Y - 1}}$$

$$= \frac{10,83}{\sqrt{33-1}}$$

$$= \frac{10,83}{\sqrt{32}}$$

$$= \frac{10,83}{5,65}$$

$$= 1,91$$

Variable Y:

$$SE_{M_Y} = \frac{SD_Y}{\sqrt{N_Y - 1}}$$

$$= \frac{16,28}{\sqrt{33-1}}$$

$$= \frac{16,28}{\sqrt{32}}$$

$$= \frac{16,28}{5,65}$$

$$= 2,88$$

Determine Standard Error of the differences between Mean Variable X and Mean Variable Y:

$$SE_{M_x - M_y} = \sqrt{\left(SE_{M_x}\right)^2 + \left(SE_{M_y}\right)^2}$$

$$= \sqrt{(1{,}91)^2 + (2{,}88)^2}$$
$$= \sqrt{3{,}64 + 8{,}29}$$
$$= \sqrt{11{,}93}$$
$$= 3{,}45$$

Determine t_o:

$$t_o = \frac{M_X - M_Y}{SE_{M_X - M_Y}}$$
$$= \frac{73{,}93 - 61{,}12}{3{,}45}$$
$$= \frac{12{,}81}{3{,}47}$$
$$= 3{,}71$$

Determine the degrees of freedom (df) by pattern is:

df = $N_X + N_Y - 2$
= $33 + 33 - 2$
= 64

From the result of the calculation above, it is obtained that the value of t_o= 3,71, and the degree of freedom (df) = 64.

The degree of significant 5% = 1,99, while the degree of significant 1% = 2,65.

It means that for the degree of significant 5% $t_o > t_t$ = 3,71 > 1,99 and for the degree of significant 1% $t_o > t_t$ = 3,71 > 2,65. The result can be concluded that 1,99 < 3,71> 2,65.

C. Interpretation of Data

The data showed that the mean of pre-test scores obtained by students of VII J as an experimental class = 58,51 and pre-test scores obtained by students of VII I as a control class = 57,42. The highest score of the two classes was different, class VII J as an experimental class got 78 and VII I as a control class got 76. The lowest score of pre-test of both classes was 35 for experimental class and for 23 control class.

The mean of post-test, score of VII J as an experimental class = 73,93 and post-test scores obtained by students of VII I as a control class = 61,12. The highest score of the two classes was different, class VII J as an experimentl class got 90 and VII I as a control class got 80. The lowest score of post-test of both classes was 48 for experimental class and 25 for control class.

Before deciding the result of hypotheses, the writer proposed the interpretation of t_o(t observation) and t_t(t table) with the procedure below:

$\mu_X \neq \mu_Y$: There is effect of reading for pleasure activity on students' vocabulary acquisition.

$\mu_X = \mu_Y$: There is no effect of reading for pleasure activity on students' vocabulary acquisition.

Furthermore the writer followed some assumption as below:

1) If the calculation's result of *t* observation is bigger than *t* table ($t_0 > t_t$), so the alternative hypotheses (Ha)/ $\mu_X \neq \mu_Y$ is accepted and the null hypotheses (H_o)/ $\mu_X = \mu_Y$ is rejected.

2) If the calculation's result of *t* observation is smaller than *t* table ($t_0 > t_t$), so the alternative hypotheses (Ha)/ $\mu_X \neq \mu_Y$ is rejected and the null hypotheses (H_o)/ $\mu_X = \mu_Y$ is accepted.

According to the data, t_o was 3,71, at the degree of significant 5% was 1,99 and at the degree of significant 1% was 2,65. The value of t_o *t* observation was bigger than t_t (*t* table) 1,99 < 3,71 > 2,65. The alternative hypotheses (Ha)/ $\mu_X \neq \mu_Y$ was accepted and the null hypotheses (H_o)/ $\mu_X = \mu_Y$ is rejected. Based on the data analysis and discussion above, the writer can interpret that reading for pleasure was effective to be used in teaching and learning vocabulary acquisition in English foreign language classroom.

The students gave the positive response to the application of the activity. They felt enjoyable when they were learning English vocabulary through the reading for pleasure activity. They also gave opinion that the activity could motivate them to get more benefit from texts that they like to read such as poem, biography, and song's lyric, especially the benefit to acquire more vocabularies from the text of their pleasure reading. It made easier for them in learning vocabulary.

Moreover from the writer's view, the motivation of the students was good after they were given the treatment. It could be seen from the students' participation during the teaching learning process and the students was enthusiastic in doing the task. The looked enjoyable when they were doing the teaching-learning activities in the class.

As the result, the teaching-learning run well, which the students got involved in the activity. Although during the class was conducted, not all students presented, 2 students from 35 students of VII J were bot entered to the class and 3 students from 36 students of VII I, but the teaching-learning process still could be conducted and followed by the students.

D. Description of Observation Sheet

The observation sheets were filled by the English teacher. The result is described by the observation category.

1. First Meeting

Table 4.6

Interest Activation and Students' Motivation

Observation Category	Score					Explanation
	5	4	3	2	1	
a. Students look enthusiastic in learning English.			√			Fair
b. Students have a big interest in learning English.			√			Fair
c. Students look spirit full of learning vocabulary use reading for pleasure activity.		√				Good

Table 4.6 shows the interest activation and students' motivation. Students look enthusiastic in learning English with the score is 3 and the explanation is fair. Students have a big interest in learning English with the

score is 3 and the explanation is fair. Students look spirit full of learning vocabulary using reading for pleasure with the score is 4 and the explanation is good.

Table 4.7

Learning Process

Observation Category	Score					Explanation
	5	4	3	2	1	
a. Students follow the teacher's instruction.	√					Extremely Good
b. Students listen to the teacher's explanation about the material.	√					Extremely Good
c. Students do activities well.		√				Good

Table 4.7 shows the learning process. Students follow the teacher's instruction with the score is 5 and the explanation is extremely good. Students listen to the teacher's explanation about the material with the score is 5 and the explanation is extremely good. Students do activities well with the score is 4 and the explanation is good.

Table 4.8

Teacher's Competence

Observation Category	Score					Explanation
	5	4	3	2	1	
a. Teacher explains the material detail and clearly.		√				Good
b. Teacher gives the instruction clearly.		√				Good
c. Teacher gives a positive feedback.		√				Good
d. Teacher acts as motivator		√				Good

and facilitator.						
e. Teacher makes an interesting learning process in the class.		√				Good

Table 4.8 shows the teacher's competence. Teacher explains the material detail and clearly with the score is 4 and the explanation is good. Teacher gives the instruction clearly with the score is 4 and the explanation is good. Teacher gives a positive feedback with the score is 4 and the explanation is good. Teacher acts as motivator and facilitator with the score is 4 and the explanation is good. Teacher makes an interesting learning process in the class with the score is 4 and the explanation is good.

2. Second Meeting

Table 4.9

Interest Activation and Students' Motivation

Observation Category	Score					Explanation
	5	4	3	2	1	
a. Students look enthusiastic in learning English.		√				Good
b. Students have a big interest in learning English.			√			Fair
c. Students look spirit full of learning vocabulary use reading for pleasure activity.		√				Good

Table 4.9 shows the interest activation and students' motivation. Students look enthusiastic in learning English with the score is 4 and the explanation is good. Students have a big interest in learning English with the score is 3 and the explanation is fair. Students look spirit full of learning vocabulary using reading for pleasure with the score is 4 and the explanation is good.

Table 4.10

Learning Process

Observation Category	Score					Explanation
	5	4	3	2	1	
a. Students follow the teacher's instruction.	√					Extremely Good
b. Students listen to the teacher's explanation about the material.	√					Extremely Good
c. Students do activities well.		√				Good

Table 4.10 shows the learning process. Students follow the teacher's instruction with the score is 5 and the explanation is extremely good. Students listen to the teacher's explanation about the material with the score is 5 and the explanation is extremely good. Students do activities well with the score is 4 and the explanation is good.

Table 4.11

Teacher's Competence

Observation Category	Score					Explanation
	5	4	3	2	1	
a. Teacher explains the material detail and clearly.		√				Good
b. Teacher gives the instruction clearly.		√				Good
c. Teacher gives a positive feedback.		√				Good
d. Teacher acts as motivator and facilitator.		√				Good
e. Teacher makes an interesting learning process in the class.		√				Good

Table 4.8 shows the teacher's competence. Teacher explains the material detail and clearly with the score is 4 and the explanation is good. Teacher gives the instruction clearly with the score is 4 and the explanation is good. Teacher gives a positive feedback with the score is 4 and the explanation is good. Teacher acts as motivator and facilitator with the score is 4 and the explanation is good. Teacher makes an interesting learning process in the class with the score is 4 and the explanation is good.