

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This subchapter presents the data that have been collected in the research. The presentation covers primary data about the students' habit in watching kid program habit and students' ability in mastering daily English vocabulary.

1. Data about Young Learners' Ability in Mastering Daily English Vocabulary at MI Darul Huda Km.12 Tamban, Barito Kuala Regency

To know about the ability of sixth grade students in mastering daily English vocabulary, the writer conducted a writtent test in MI Darul Huda on Tuesday, October, 28th 2014 at sixth class with 22 respondents. It took 60 minutes for the students to answer 50 questions.

To measure the mastery of daily English vocabulary of Sixth Grade of MI Darul Huda, the writer prepared 15 matching words and 35 questions of multiple choice. Every right answer will be scored 2 and wrong answer will scored 0. The total scores is 70 and also 15 questions in matching picture with word form for vocabulary mastery test. Every right answer will be scored 2 and wrong answer will scored 0. The total scores is 30.

So, if the students answered all the questions correctly, they will get 100 points score.

Based on the result of the vocabulary test which conducted by the writer, it is known that the highest score is 84 and the lowest score is 44 and the

accumulated score is 1.342. The result of the vocabulary test of sixth grade students of MI Darul Huda, can be seen in this following table:

Table 4.1 The Students' Vocabulary Test Result of Sixth Grade Students
of MI Darul Huda

Number	Respondents	Score
1	A	60
2	B	64
3	C	60
4	D	56
5	E	80
6	F	64
7	G	70
8	H	60
9	I	84
10	J	68
11	K	48
12	L	78
13	M	46
14	N	44
15	O	62
16	P	46
17	Q	44
18	R	68
19	S	62

(table continues)

Table. 4. 1(Continued)

Number	Respondents	Score
20	T	48
21	U	64
22	V	66
Total		1.342

To know the students' ability in mastering daily English vocabulary at sixth grade of MI Darul Huda, the writer uses the accounting of mean score as follows:

$$M = \frac{\sum x}{N} = \frac{1342}{22} = 61$$

From the data of daily English vocabulary mastery test scores above, After calculating the mean of the students' vocabulary test result by applying formula above, it can be found that the average score that students got is 61. These average score is categorized fair category because the average score between 55 – 65. The writer determines the degree of the students' vocabulary mastery by consulting to these following categories:

Table 4.2 Categories of Students' Vocabulary Mastery

Score	Interpretation
95 – 100	Excellent
80 - <95	Very Good

(table continues)

Table 4.2(Continued)

Score	Interpretation
65 - <80	Good
55 – 65	Fair
40 – 45	Low
0 – 40	Very Low

After consulting to the categories, the writer can conclude that students' vocabulary mastery is fair.

2. Data about Young Learners Watch Tv Kid Program Habit at MI Darul Huda Km. 12 Tamban, Barito Kuala Regency

To know about the young learners' watch tv kid program habit, the writer also conducted a writtent test in MI Darul Huda. The test consist of 20 statement Consist of 20 statements that covers the characteristic of habit . Each statement is followed by five-point Likert scale response , anchored by “strongly agree”, “agree”, “neutral”, “disagree” and “strongly disagree”. With the he highest score 91 and the lowest score is 64 and the accumulated score is 1.696.

To measure the students' watching kid program habit, the writer prepared some questions for asked to the students. Consist of 20 statements that covers the characteristic of habit. The score for “strongly agree” response is 5 points, for “agree” response is 4 points, “neutral” response is 3 points, for “disagree” response is 2 points. And for “strongly disagree” response is 1 points. The writer then calculates score of the students from the questionnaire sheets. The total maximum expected score or the highest score is 100, and the lowest score is 0.

The result of the watch kid program habit test of sixth grade students of MI Darul Huda, can be seen in this following table:

Table 4.3 The Students' Watch Tv Kid Program Habit Test Result of Sixth Grade Students of MI Darul Huda

Subject Number	Students' Name	Score
1	A	91
2	B	83
3	C	80
4	D	84
5	E	85
6	F	82
7	G	84
8	H	78
9	I	76
10	J	75
11	K	77
12	L	77
13	M	74
14	N	78
15	O	72
16	P	74

(table continues)

Table 4.3(Continued)

Subject Number	Students' Name	Score
17	Q	73
18	R	76
19	S	75
20	T	64
21	U	69
22	V	69
Total		1.696

To know the students' habit in watching kid program at sixth grade of MI Darul Huda, the writer uses the accounting of mean score as follows:

$$M = \frac{\sum x}{N} = \frac{1696}{22} = 77,09$$

From the data of watch kid program habit test scores above, After calculating the mean of the students' habit test result by applying formula above, it can be found that the average score that students got is 77,09. These average score is categorized strong category because the average score between 70-79.

After consulting to the categories, the writer can conclude that students' habit in watching kid program is good.

3. Measuring the Correlation between Young Learners' Watching Tv Kid Program Habit and the Students' Ability in Mastering Daily English Vocabulary at Sixth Grade of MI Darul Huda Km. 12 Tamban, Barito Kuala Regency

The next step is measuring the degree of the correlation between young learners' watching kid program habit with their ability in mastering daily English vocabulary by using the following formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where:

r_{xy} = coefficient correlation between students' grammar mastery and their reading comprehension ability

N = the total number of the respondents

X = the score of students' grammar test

Y = the score of students' reading comprehension test

Before applying the accounting formula, the writer do kind of accounting as seen on the table below:

Number of Respondent	Vocabulary test (X)	Habit test (Y)	X ²	Y ²	X.Y
1	60	91	3600	8281	5460
2	64	83	4096	6889	5312
3	60	80	3600	6400	4800
4	56	56	3136	7056	4704
5	80	85	6400	7225	6800
6	64	82	4096	6724	5248
7	70	84	4900	7056	5880
8	60	78	3600	6084	4680

(table continues)

(table continued)

Number of Respondent	Vocabulary test (X)	Habit test (Y)	X ²	Y ²	X.Y
9	84	76	7056	5776	6384
10	68	75	4624	5625	5100
11	48	77	2304	5929	3696
12	78	77	6084	5929	6006
13	46	74	2116	5476	3404
14	44	78	1936	6084	3432
15	62	72	3844	5148	4464
16	46	74	2116	5476	3404
17	44	73	1936	5329	3212
18	68	76	4624	5776	5168
19	62	75	3844	5625	4650
20	48	64	2304	4096	3072
21	64	69	4096	4761	4416
22	66	69	4356	4761	4554
Total	1.342	1.696	84.668	131.542	103.846

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(22)(103.846) - (1342)(1696)}{\sqrt{\{(22)(84.668) - (1342)^2\}\{(22)(131.542) - (1696)^2\}}}$$

$$r_{xy} = \frac{22(103.846) - 2.276.032}{\sqrt{\{(1.862.696) - (1.800.964)\}\{(2.893.924) - (2.876.416)\}}}$$

$$r_{xy} = \frac{2.284.612 - 2.276.032}{\sqrt{(61.732)(17.508)}}$$

$$r_{xy} = \frac{8580}{\sqrt{1.080.803.856}}$$

$$r_{xy} = \frac{8580}{32.875,58145493399}$$

$$r_{xy} = 0,260983977173499$$

Result that showing by SPSS is:

Correlations

		vocabulary mastery	watch kid program habit
vocabulary mastery	Pearson Correlation	1	.261
	Sig. (2-tailed)		.241
	N	22	22
watch kid program habit	Pearson Correlation	.261	1
	Sig. (2-tailed)	.241	
	N	22	22

B. Testing the Hypotesis

By using correlation formula, the writer finds that the degree of correlation between students' vocabulary mastery and students' watching kid program habit is $0,26$ and by using SPSS, the writer finds that the degree of correlation between students' watching kid program habit and students' ability in mastering daily English vocabulary is $0,261$ and the significance is $0,241$.

Table 4.4 Standard Categories of "r" Product Moment Value

The Value of "r" Pearson Product Moment (r_{xy})	Interpretation
0,80 – 1,00	There is a very strong correlation between variable X and variable Y
0,60 – 0,80	There is a strong correlation between variable

(table continues)

table 4.4. (continued)

The Value of “r” Pearson Product Moment (r_{xy})	Interpretation
0,40 – 0, 60	There is a fair or moderate correlation between variable X and variable Y
0, 20 – 0, 40	There is a weak correlation between variable X and variable Y
0,00 – 0, 20	There is no correlation between variable X and variable Y

After the writer consults the result (0,260) to the table above, the writer can conclude that there is a weak correlation between students' ability in mastering daily English vocabulary and students' watching kid program habit. By using SPSS, the writer finds that the result of significance is 0,241. It is means that significance $> 0,05$, it means that there is no significant correlation between those two variables, or in the other word the writer can conclude that there is no correlation between students' habit in watching kid program with students ability in mastering daily English vocabulary, and for the alternative hypothesis (H_a) in this study; there is a correlation between the habit of young learners in watching kid program on TV and their mastery in daily English vocabulary at sixth grade students of MI darul Huda is rejected and the zero hypothesis (H_0) in this study; there is no correlation between the habit of young learners in watching kid program on TV and their mastery in daily English vocabulary at sixth grade students of MI darul Huda is accepted. So, the writer can say that students' habit in watching kid program on TV cannot improve significantly the students ability in mastering daily English vocabulary.

C. Data Analysis

After the research that have conducted, the writer then wants to know the frequency of the most used habit by the students based on the habit test instrument. The writer have conducted students' habit test at sixth grade students of MI Darul Huda km. 12 Tamban, Barito Kuala regency with the total number of respondent are 22 students and the total number of the test instrument are 20 questions. To know the the frequency of the most used habit by the students the writer used the following formula:

$$F = \frac{\text{The Total number of Test Instrument}}{\text{The total Number of Respondent}} \times 100$$

The writer takes only the number of frequency in the rate more than 50%.

The result of the formula that the writer used can see in the following table :

Table 4.5 The Frequency of the Most Used Habit

NO.	MOST USED HABIT	FREQUENCY
1	Do you like learning English?	63%
2	In this era, to be able in understanding English is important!	63%
4	I learning English not only at school but also from my daily activity (playing, watching TV, reading favourite story, etc)	54%
5	Beside learning English at school, I also have routine activity in order to enrich my ability in English!	54%
6	At home, I always learn/ memorize words or sentences that I have listened or read from TV!	72%

(table continues)

Table 4.5 (Continued)

NO.	MOST USED HABIT	FREQUENCY
7	I love the kid program that transpiring on the TV now, especially that have English kid program	63%
9	I love those kid program that transpiring on the TV now!	63%
10	I learn from all those English kid programs that transpiring on the TV!	54%
11	In a day I usually make time for some hour for watching kid program that transpiring on the TV!	63%
16	I can understand the words or sentences that I have listened from the English kid program without thinking hard!	54%
19	Watching English kid program can improve my English vocabulary!	72%

Based on the table frequency above, the writer find that there are eleven test instrument that in the rate more than 50 %, they are instrument number 1, 2, 4, 5, 6, 7, 9, 10, 11, 16, and 19. From the table frequency above we can know that the students at sixth grade of MI Darul Huda has good habit in watching tv which is they habit can bring good achievement in their learning process, especially in learning English. From the table above we also can see that there are two instrument that has highest rate, they are instrument number 6 and 19. From those two statement we can conclude most of students at sixth grade of MI Darul Huda agreed with those statements that in their house, they always learn/ memorize words or sentences that they have listened or readed from tv (instrument number 6) and they agreed that watching English kid program can help them to improve their English vocabulary (instrument number 19).

D. Discussion

Based on the students' vocabulary mastery test result, it is found that the average scores the students got are 61. These average scores are categorized fair because the average scores are between 55 - <65. So, the students' vocabulary mastery of sixth grade students of MI Darul Huda can be said fair category. The writer assumed that was happened because of the students have learned English language from the fifth grade, therefore they can answer the question easily.

From the test result, it also can be found that the students get different scores and no one from 22 students of MI Darul Huda can get excellent score. The writer assumed that was happened because the students still cannot understand the whole of the question easily. It might cause of their number in English vocabulary still in the lower level.

From the test result it also can be found, there is only two students who can get "very good" score with 84 and 80 score. Five students get "good" category with 66, 68, 68, 70, and 78 score. Twenty students get "fair" score category and the last three students get "low" score category. The writer assumed that was happened because some of students in MI Darul Huda has lack in vocabulary so they cannot answer some question, but many of students get "fair" category.

From the statistical measurement above, it is also concluded that there is a weak correlation between young learners watch TV kid program habit with students mastery in daily English vocabulary. By this conclusion, it explains that watching kid program habit give no significant influence toward students' vocabulary mastery.

In this research, watching TV kid program is a media in teaching and learning English process. Media is a good aid for helping children to learn better. By the media, children do not have to imagine about the materials given, but they see directly. Watching TV kid program is not only the main media in teaching and learning process, but there are much media that can be used in the classroom, for example: flashcards, audio (songs, storytelling, etc.), video, and many more media that can use by teacher for make the teaching and learning process more effective and efficient.

Using the students habit in watching kid program on TV actually has two effects for students in learning English process. First, some students may use it their relaxing time in front of the TV as the technique for improving their ability in learning English, but some may use it for only wasting the time with enjoying the program and the educational message of the program on the TV itself just ignored by the students. Looking to the result of this research; weak correlation between those two variables, we cannot denied that for some students it could be watching English TV program can effectively improve their ability in learning, especially in learning language but generally for some students it cannot effectively improve their ability in learning process.