Chapter Four

Finding and Discussion

In this chapter, the researcher describes the analysis of the collected data during the experiment. The first part talks about the finding data. The finding data includes mean, reliability, and the difference of students' pre and post-test test score. The second part talks about the table of student in learning vocabulary before and after using the Ratatouille movie in learning vocabulary mastery.

Finding

In this part, the researcher focuses on answering the three research questions, to know the students' vocabulary mastery level and the differences of student' vocabulary mastery before and after using ratatouille movie as a media to master English vocabulary. To find the answer to those questions, the researcher did a pre-experimental research. There were 32 students of seventh grade H that became the participants. After that, the researcher gave some tests before and after the treatment. The aim of the test is to measure the students' vocabulary mastery. The next step was giving the score to the students after they did the test and also answering the research question one and two. Afterward, the researcher analyzed the data based on the students' test score.

Students' vocabulary mastery before using ratatouille movie. The students' vocabulary mastery level was determined by the result of the tests scores. In this part

the researcher wants to answer the first research question. The pre-test was conducted

to know the first condition of student' vocabulary mastery before they watched the

Ratatouille move in the learning activities.

The Score of Pre-Test

The pre-test was conducted at the beginning of the meeting. The result of the pre-test

is as follow:

Participants	Pre-test Score
P1	6.25
P2	7.00
P 3	5.75
P 4	5.75
P 5	8.00
P 6	5.00
P 7	6.25
P 8	5.25
P 9	7.75
P10	7.75
P11	7.50
P12	7.25
P13	7.00
P14	4.25
P15	7.25
P16	5.75
P17	6.75
P18	6.00
P19	5.75
P20	7.25
P21	6.75
P22	7.75
P23	8.25
P24	6.75
P25	7.00
P26	7.50
P27	6.75
P28	7.00
P29	7.75

P30	6.75
P31	4.25
P32	7.00
The Mean of all students pre-test score	**6.65**

Figure 4. Pre-Test Score of All students

Based on the table above, the researcher classified most of the students' pre-test score' mean was in low level. Actually, there were many variations of the students' vocabulary level. From the table above, it could be seen that there were twenty-three students in low level and fifteen students in poor level. For example, P14 got 4.25 which is low result in the pre-test. There were two students who were in a high score one of them got a high score in pretest (P23). Most of the students' scores were in middle score because they did not use media in their learning activities. Buckingham (2012) stated that media was used as an instrument to transfer information. In this case, the students still get difficulties to understand the materials well.

The students' vocabulary mastery before the treatments were categorized in "low" level. The way the researcher knew the students' vocabulary mastery level before using Ratatouille movie was by giving pretest before the treatments. The pretest was conducted in the first meeting, January 15th, 2018. The score was used to analyze the students' vocabulary mastery before they used ratatouille movie in the learning activity. The result showed that students' vocabulary mastery was low. After that, the data was calculated to find the means of all students' pre-test score.

Hayani (2012) has categorized from poor to high level to know the improvement of students in learning activity.

Result	Categorized
0 – 40	Poor Level
40- 60	Low level
60 – 80	Middle Level
80 – 100	High Level

Figure 5. Categorized of level

Descriptive Statistics of Pre-test

The table below describes the mean of all students' score in the pre-test. The mean of pre-test score was in the low level based on Palupi' scoring indicator scoring.

Figure 6. Means of All students

N	Valid	32
	Missing	0
Mean		6.6563
Median		6.8750
Mode		6.75[a]
Std. Deviation		1.02538
Variance		1.051
Range		4.00
Minimum		4.25
Maximum		8.25

The means of all students in pretest is 6.65, which belongs to the low category. The researcher also finds the median is 6.68, and modus is 6.75 which means that most of the student needs to improve their vocabulary mastery. On the other side, the researcher finds out that the minimum score of the pre-test is 4.25 which belongs to poor level, while the maximum score is 8.25. As can be seen on the table of the pre-test score, only one student gets a high score. It could be concluded that students need to improve their vocabulary mastery to master the English language because the researcher wants all students to have the same level of learning English vocabulary.

Students' vocabulary mastery after using the Ratatouille movie. The students' vocabulary mastery after the treatments was improving. In this part the researcher wants to answer the second research question After the treatments were given, the students were given the post-test. The post-test was given at the next meeting. It was conducted on January 31st, 2018. The students' post-test score was higher than the students' pre-test score.

The Score of Post-Test

After the researcher gathered the post-test data, the researcher calculated the mean of the score to know all of the students' scores. The mean of post-test can be seen in the following table.

Participants	Pre-test Score
P1	9.00
P2	9.50
P 3	8.00
P 4	9.00
P 5	9.50

P 6	7.50
P 7	8.25
P 8	8.00
P 9	8.25
P10	9.00
P11	9.00
P12	9.25
P13	9.00
P14	8.25
P15	8.00
P16	9.25
P17	9.25
P18	9.25
P19	9.25
P20	9.50
P21	9.00
P22	8.00
P23	9.00
P24	8.00
P25	9.00
P26	8.75
P27	8.75
P28	9.00
P29	9.00
P30	8.00
P31	8.00
P32	9.25
The Mean of all students pro-test score	**87.65**

Figure 6. Post-Test Score of All Students

Based on the table above, the researcher classified the mean of the students'

post-test scores belong to the good level. It could be seen that most of the student

improved their test score. It can be seen by comparing one of the students who got

4.25 on the pre-test (P14) and 8.25 on the post-test. Another student (P23) got 8.25 on

the pre-test and 9.00 on the post-test. It can be inferred that most of the students'

score improved because they used media in their learning activities.

Descriptive Statistic of Post-test

The students' vocabulary mastery after treatments belongs to "good"

category. The way researcher knew the students' vocabulary mastery level after using

the Ratatouille movie was by giving post-test after the treatments. After the

researcher got the students' scores of post-test, the researcher calculated the data. The

researcher calculated the means of all students score in the post-tes

N	Valid	32
	Missing	0
Mean		8.7656
Median		9.0000
Mode		9.00
Std. Deviation		.56418
Variance		.318
Range		2.00
Minimum		7.50
Maximum		9.50

Table 7. Descriptive statistics of Post-Test

The table above shows the condition after the treatment. The minimum score

is 7.50 which is higher than pre-test that only 4.25, while the maximum score is 9.50

which is higher than the maximum score in the pre-test that is only 8.25. The median

score was 9.00 and it is different than median pre-test which only 6.68. It can be

concluded that most of the students' vocabulary mastery was improved. Based on comparing the modus value 8.25 in the pre-test and 9.50 in the post-test, the researcher finds that there is an improvement of the student' vocabulary mastery. The last is mean that the researcher wants to know. The mean of the post-test is 8.76, higher than the pre-test' of 6.65. The analysis of students' post-test score showed that the students' mean score is in the high level of vocabulary mastery. It could be concluded that students have improved their vocabulary mastery to master the English language.

Students' vocabulary mastery before and after using ratatouille movie. The researcher analyzed the data and found out that there was an improvement of the student's vocabulary mastery level to answering the last research question. The improvement of vocabulary mastery level was shown from the score of the test before and after using ratatouille movie in their learning activities. The mean score of the pre-test was 4.25 while the mean of the post-test was higher, 7.50. The difference was calculated in statistic program 3.25. It means that the result of the vocabulary mastery improved by 3.25 points.

Furthermore, the significance of the treatments is measured by using Paired Sample T-test. According to Kent (2014), Paired sample t-test is used to compare two means from the same individual, object or related unit. The two means are typically represented two different times.

Paired Samples Statistics

The researcher used paired sample t-test because the researcher wanted to compare the condition of the students' vocabulary mastery before and after using ratatouille movie in the learning activities. The result is shown in the table below:

Table 8. Paired Sample Statistics of All Students

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before Using Ratatouille Movie	6.6563	32	1.02538	.18126
	After Using Ratatouille Movie.	8.7656	32	.56418	.09973

Table 9. Paired Sample Test of All Students

Paired Sample Test	
Paired Differences	Pair
	Post-test – Pre-test
Mean	-2.10938
Standard Deviation	.95237
Standard Error Mean	.16836
95% Confidence Interval of the Difference	Lower -2.45274
	Upper -1.76601
T	-12.529
Df	31
Sig. (2-tailed)	.000

To answer the research question number three, the researcher described the result of the table. The table above showed that the use of ratatouille movie had a significant effect on the students' vocabulary mastery. The table shows that the significance is 0.000. According to Sugiyono and Susanto (2015), a hypothesis can be accepted and null hypothesis can be rejected if the significance is smaller than or 0.05. The value of the significance for the data was 0.000 and which mean that the hypothesis can be accepted.

The Effect of Using Ratatouille Movie to the Students' Vocabulary Mastery. The Ratatouille movie in the learning activities was given after the researcher gave pre-tests. The treatment was conducted on January 15th, January 31st, and February 5th, 2018. The purpose of using the Ratatouille movie in the learning activity was to improve students' vocabulary mastery through an interesting media in the learning activities. The researcher used the Ratatouille movie to deliver the material and for the student to memorize some new vocabularies.

As Clark (as cited in Kosim, 2013) explained, the use of media is important as a way to develop students elementary school into active learning. The use of ratatouille movie in this research had helped students to achieve one of the learning activities' objective, mastering vocabulary. The students like to catch the new word in ratatouille movie.

After the treatment, the researcher gave the post-test. The post-test was conducted to know the students' vocabulary mastery level after the use of ratatouille movie in the learning activities. The result showed that students' vocabulary mastery

improvedd. Their scores after The Ratatouille movie was implemented were higher than their scores before ratatouille movie implementation. It is shown in the diagram below.
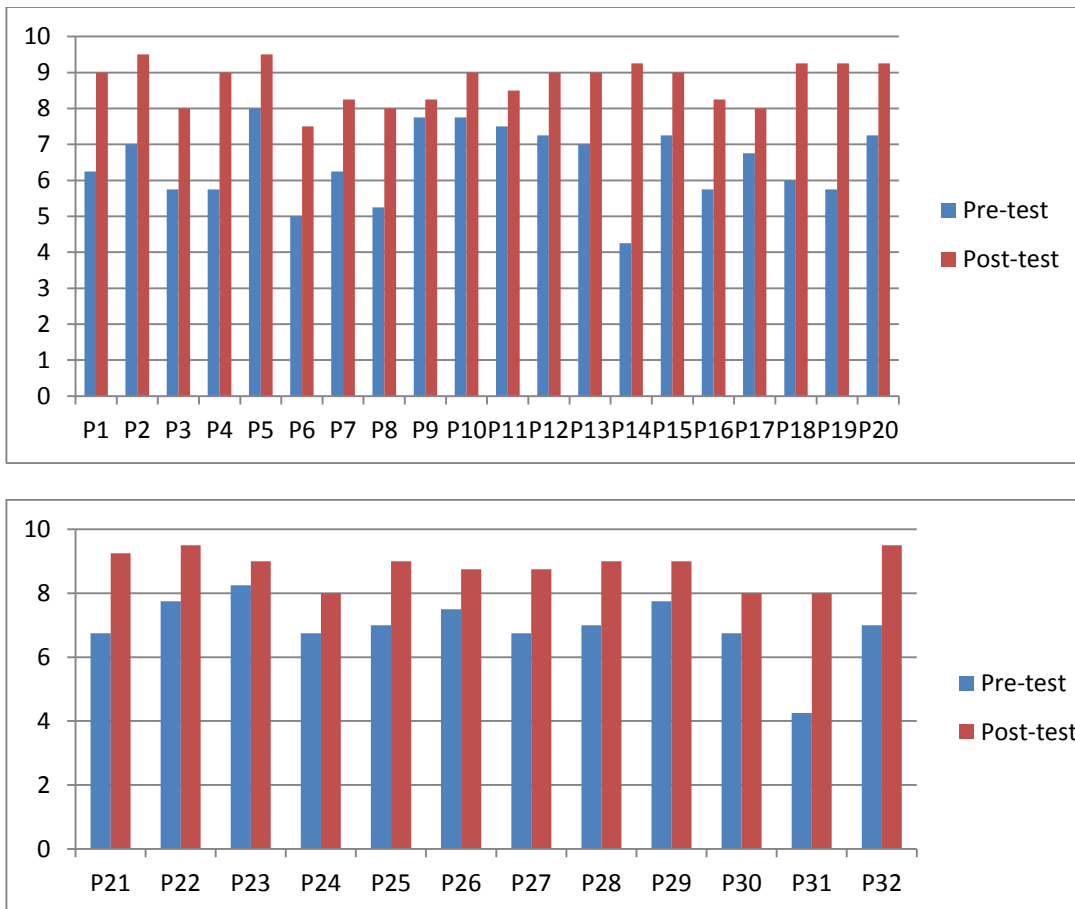

Table 10. The effect of The Ratatouille Movie in Students vocabulary mastery

The diagram above showed that students' scores had improved. There was a differentiation score among the students' scores. As the researcher has mentioned that The mean of all pre-test was 66.5 and the mean of all post-test was 87.6. It was shown that was an improvement on the students' vocabulary mastery. The raising score was 21.1. It could be concluded that the use of ratatouille movie was effective

to improve students' vocabulary mastery because of the students' post-test was higher than the students' pre-test score.

The improvement can also be seen from the value of the t-value. If the t-value is higher than t-table, it means that there is a significant effect of the use of the Ratatouille movie to the students' vocabulary mastery. For this research, the t-value is 12.529 while the t-table is 2.086. The table of the paired sample test showed that the t-value of this data is higher than the t-table. It means that the use of the Ratatouille movie as the media to learn vocabulary had a significant effect on students' vocabulary mastery.

In this research, the use of the Ratatouille movie may improve student' vocabulary mastery. According to Puspitasari (2014), the use of visual media is able to encourage students to actively participating in the learning activities. The benefits of using the Ratatouille movie in this research were engaging students to be more active in learning and increasing their vocabulary mastery. The students feel more enjoyable to learn new vocabulary by watching the Ratatouille movie because it has an interesting story, polite language, colorful, and the languages are not quite difficult to understand. It helped them to remember the vocabulary better than using the module, so the students can have many vocabularies in an easy and interesting way. It is supported by Amstrong (as cited in Karimi & Rokni, 2013) who stated that using audiovisual media to learn vocabulary is better than only using textbook.

The result of this research concluded that the students' vocabulary mastery improved by using the Ratatouille movie as the media in the learning. In the other

words, using the Ratatouille movie is effective to improve students' vocabulary

mastery.