

CHAPTER III

DATA PRESENTATION AND ANALYSIS

In this chapter, the writer presents the findings of the experimental conducted to the kindergarten pupils of BISMA kindergarten school and the interpretation of findings.

3.1 The findings

Since this study uses a post-test only control design, the writer would like to imply that the result of this study is still accountable. According to Gay (1976:325), the group design which is controlled by post-test is exactly the same as the group design which is controlled by pre-test and post-test. Both are exposed to the independent variable and post-tested. The only difference is that in the pre-test and post-test control group design, the respondents are pre-tested while in the post-test control group design, the respondents are not pre tested. The writer in this study also exposed the respondents of this study to the independents variables (in this case, pictures and realia) and post-tested them. The respondents of this study were also not pre tested.

From the treatments conducted on 4,11,18,25 April 2004 and based on the post-test done on June 1st 2004, the writer finds out that the mean score of TK A1

(XA) taught by using realia is 93.6000 while the mean score of TK A2 (XB) taught by using pictures is 85.7143. According to Gay (1976:390), the mean is the most frequently used measure of central tendency. A measure of central tendency represents the average or typical score attained by a group of respondents. From the result of the mean scores of the pupils of TK A1 (XA) is higher than the scores of the pupils of TK A2 (XB).

The result of standard deviation of TK A1 is 7.5002 while for TK A2, the result is 9.9254. According to Gay (1976:393), the standard deviation is a measure of variability. A small standard deviation indicates that scores are more spread out. From the result of standard deviation above, the writer may conclude that the scores of the pupils of TK A1 are more spread out while the scores of the pupils of TK A2 are close together.

Using the level of significance of 0.05 with the t-table (T_t) of 2.7581, the writer finds out that the t-score (t_o) is 2.859. The result shows that the t-score in this study is greater than t-table ($t_o > T_t$) which means that H_0 is rejected and H_1 is accepted. Thus, the writer can say that there is significant difference between both groups. The students' achievement in TK A1 is higher than the students' achievement in TK A2.

While using the crosstabs, the scores of each groups divided into 3 scores which are around 91-100, 81-90 and under 81. We can see that 75%, 20% and 5% of the students of TK A1 which are taught by realia get the scores around 91-100, 81-90

and under 81 while the TK A2 which are taught by pictures only get 38.1%, 28.6% and 33.3% by using the pie table of each groups. In other words, the using of realia in teaching vocabulary to kindergarten pupils really gives a better influence than pictures. The description above can be seen on figure 2 and 3.

Group	Mean	SD	t-score	Df	t(0.05)
Experimental	93.6000	7.5002	2.859	39	2.7581
Control	85.7143	9.9254	2.859	39	2.7581

Figure 2

This figure shows the mean, the standard deviation, the degree of freedom, the t-table and the t-score of the experimental and the control group

CROSSTABS

Control Group (Pictures)

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Score < 81	7	33.3	33.3	33.3
	Score 81 - 90	6	28.6	28.6	61.9
	Score 91 - 100	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

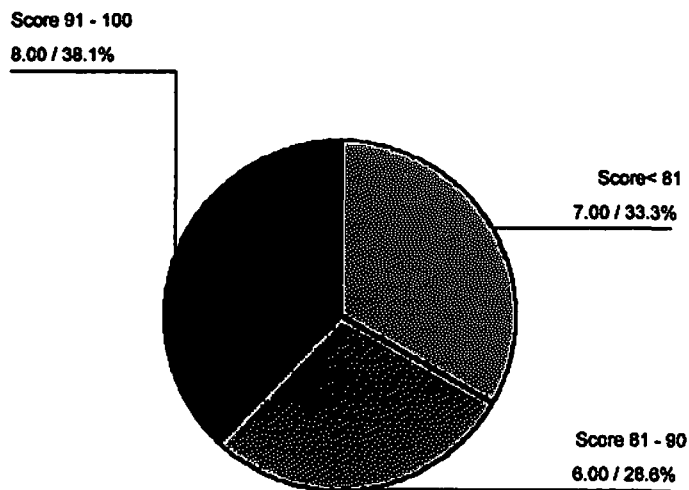
Experimental Group (Realia)

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Score < 81	1	5.0	5.0	5.0
	Score 81-90	4	20.0	20.0	25.0
	Score 91-100	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

Post-Test Crosstabulation

			Group		Total
			Experimental (Realia)	Control (Pictures)	
Post-test	Score < 81	Count	1	7	8
		% of Total	2.4%	17.1%	19.5%
	Score 81 - 90	Count	4	6	10
		% of Total	9.8%	14.6%	24.4%
	Score 91 - 100	Count	15	8	23
		% of Total	36.6%	19.5%	56.1%
Total	Count	20	21	41	
	% of Total	48.8%	51.2%	100.0	

Control Group (Pictures)



Experimental Group (Realia)

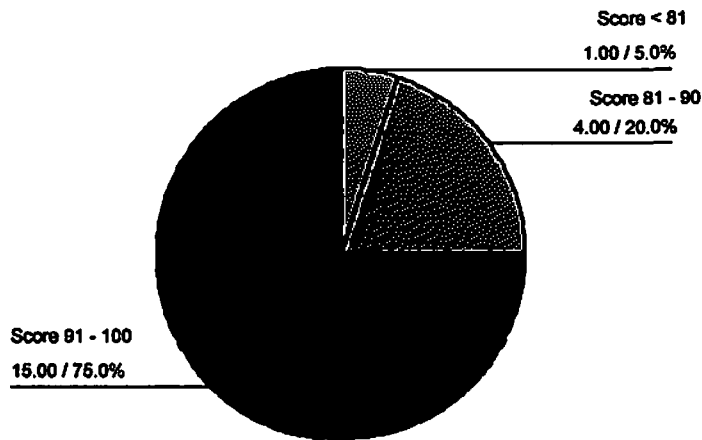


Figure 3

This figure shows the pie table of experimental and control group

3.2 The Description of the Findings

The result of this study shows that there is significant difference between the kindergarten pupils who are taught by using realia and those who are taught by using pictures. The vocabulary achievement of the kindergarten pupils who are taught by using realia is higher than the vocabulary achievement of the kindergarten pupils who are taught by using pictures.

It is obvious now that realia can really help the pupils to understand the explanation of the vocabulary from the teacher. Moris (1992:323) states:

bringing real objects into the educational process allows students direct, first hand experiences. They are able, if necessary, to touch, handle, smell, taste or manipulate the object.

By using realia, the pupils can directly touch, see or even manipulate the things being learnt which make them easier in getting the meaning of the words. They can include

themselves in teaching-learning process (by touching or pointing) which help them in memorizing the words. Being able to touch, smell, see and manipulate the things discussed, the pupils can also get a clearer description of the teacher's explanation. They do not have to be confused when the teacher wants to show them 'orange' or 'apple' because the teacher can directly point at the model of the fruits and the pupils will directly understand that it is "orange" that their teacher is showing them.

Furthermore, the use of realia is an interesting way to attract and hold attention of the pupils. Ulmer(1970:146) claims,

Object media, on the other hand, are said to be high in reality or concreteness because they do not normally involve electronic or optical means to present stimuli; typically their concrete characteristics are the primary stimuli for learning

He says that since realia is easily touched, seen, smelled and manipulated, the pupils become more enthusiastic in learning vocabulary. Based on the writer's observation, the pupils who still need to have fun and games became more eager when they were asked to show the correct answer by touching or pointing to the model of fruits.

Realia in many ways is the easiest kind of visual aid to use in classroom they need no special preparation or materials. The examples are many. The values are extensive. The costs are low and the involvement is high. This category includes people, events, objects and demonstrations. Realia, as contrasted with other media, is not substitutes for the actual object or event. They are, in fact, life itself, often in its natural setting. There are countless realia in the immediate community. When these real materials are readily and economically available and when they help in

attainment of an objective, teachers should use them. It is well known that the more closely a learning experience approximates conditions under which the students are to perform as they later use or demonstrate what they have learned, the more effective and permanent that learning will be.

Real things, and their models, have unique advantages in this respect. There are many ways in which learner involvement may be encouraged with real things. For example, students can study or manipulate objects, or scale reproductions, and discover their characteristics, operational actions, and special behaviors. When safety precautions are required, stimulated experience may be obtained through use of smaller, but often working, models of the same things. When special skills are required for the operation, manipulation, or handling of some real thing, a demonstration may first be necessary.

There is no shortage of realia to bring to the classroom. Often, they are available free for the asking, or for very little cost or effort. The challenge is to locate and acquire them, and to find profitable ways in which to put them work. Since many schools have regulations about use of "live animal" and other potentially dangerous realia in classroom, it is important to know the rules before planning to use the real things.

On the other hand, by using pictures, the pupils can not touch, see, or manipulate the things to help understand clearly the meaning of the words. They have to imagine what they see in pictures to find out what are the real objects like. They have to put the description of the pictures in their minds first and then find the



appropriate objects that suit the pictures they have recognized. Also, when they were doing their exercises by pointing to the pictures and mentioning the words one by one, the pupils seemed to get bored easily. In addition, by using pictures the pupils also can not get a clear description of the explanation from the teacher. They became confused to decide whether it was 'orange' or 'apple' that the teacher was showing them. In this case, the teacher needs real objects to help the pupils to clear up the misunderstanding.

The findings of this study also do not escape from the teacher's role when she taught the pupils in the classroom. She was very enthusiastic in showing out the model of fruits which made the classroom alive. This kind of classroom situation can influence the pupils' motivation in learning the language. Krashen (1987:31) discusses about the effective filter hypothesis in relation with the 2nd language acquisition process. From many of the researchers' studies, there are three categories of affective filter. Two of them are motivation and anxiety. Krashen says that performers with high motivation and low anxiety (whether personal or classroom anxiety) generally do better in the 2nd language acquisition.

In relation to this study, the writer can say that because of the teacher's attitude of being enthusiastic and active in the language actions, the pupils could feel alive and relax atmosphere in the classroom. Since the pupils felt relax in the teaching-learning process, they did not feel anxious and were even more motivated in learning the vocabularies.

To generalize, the writer conclude that the findings of this study is valid for 'BISMA' kindergarten school only because the respondents of this study and the population come from the same school with the same condition and situation. However, the writer can not state whether this kind of teaching technique can also be applied to other school considering the fact that they may have different condition and situation from the schools where she conducted the experiment. There is also a possibility that the pupils in other schools do not have English as one of their subjects at school and even if they do, the different characteristics of the teachers can also influence the vocabulary achievement of the pupils.

CHAPTER IV

CONCLUSION