

CHAPTER IV

FINDING AND DISCUSSION

This chapter present the finding and discussion. Therefore, this chapter focuses on description of data, hypothesis testing, and discussion.

A. The Description of Data

The researcher did pre-experimental research design using one group pre-test and posttest with quantitative research approach. The researcher selected 7A class from the requirement of the teacher. The researcher used test as research instrument to collect the data. The pre-test and posttest were developed by the researcher. The tests had tried out first before they used to test 7A class at MTs Al Huda Bandung Tulungagung. The researcher tried out the tests to ten students from MTs Al Huda Kedungwaru Tulungagung. Those ten students were selected by their English teacher.

The research was conducted in four meetings. The first meeting was administering pre-test, the second and the third meeting was giving treatments, and the last meeting was administering posttest. From the pre-test and posttest, the researcher got the scores from the students. The scores could be seen as follows:

Table 4.1 The List of Pre-Test and Post-Test Scores

No	Name	Pre-test	Post-test
1.	Devina Ayu Saputri	96	100
2.	Diva Ayu Valentina	76	84

3.	Ghaidavi Ahsan A.	96	96
4.	Izziyatul Khilmia Nur Z.	76	100
5.	M. Mukhlas Nur Safaat	72	100
6.	Muhammad Fahmi F.	76	64
7.	Nanda Regita Cahyani	72	92
8.	Nurun Naila Ulfatul L.	96	100
9	Rianti Dwi Anggraini	92	100
10.	M. Zainal Mahsusin Hamim	60	64
11.	Emy Pristianti	88	96
Total		$\Sigma = 900$	$\Sigma = 996$

Based on the table 4.1, there were 11 students of 7A class at MTs Al Huda Bandung Tulungagung as the sample in the research. All of them joined both pre-test and posttest, so they got two scores. Scores of pre-test and scores of posttest. The lower score in pre-test was 60 which was gotten by one student and the higher score in pre-test was 96 which was gotten by three students. Meanwhile, the lower score in posttest was 64 which was gotten by two students and the higher score in posttest was 100 which was gotten by five students. The total score of pre-test was 900 and the total score of posttest was 996.

Furthermore, the data of the students' pre-test and posttest scores could be arranged in the form of frequency. The result of frequency could be seen below:

a. The frequencies of pre-test

The pre-test was given to the students before the treatments. The treatment that used Blindfold Game was on the second meeting of the treatment in mastering vocabulary. The pre-test was in the form of multiple choice and matching test. There were 20 questions of multiple choice and 5 questions of matching test. The frequency of pre-test could be seen below:

Table 4.2 The Frequencies Table of Pre-Test

Statistics		
PRETEST		
N	Valid	11
	Missing	0
Mean		81.82
Median		76.00
Mode		76 ^a
Sum		900

Based on the table 4.2, it showed that there were 11 students as the sample of the research. The mean score in pre-test was 81.82. It meant that the average score of the students was 81.82. The median score in pre-test was 76, and the mode score was 76. The total score of pre-test was 900.

b. The frequencies of posttest

The posttest was given to the students after the treatments. The posttest was in the form of multiple choice and matching test. There were 20 questions of multiple choice and 5 questions of matching test. The frequencies of posttest could be seen below:

Table 4.3 The Frequencies Table of Post-Test**Statistics**

POSTTEST

N	Valid	11
	Missing	0
Mean		90.55
Median		96.00
Mode		100
Sum		996

Based on the table 4.3, it showed that there were 11 students as the sample of the research. The mean score was 90.55. It meant that the average score of the students was 90.55. The median score was 96 and the mode score was 100. The total score of posttest was 996.

From the data above which was in the form of frequency, the data showed that the scores of posttest was higher than the scores of pre-test. However, the researcher used statistical test by using one sample t-test on SPSS 16.00 to analyze the data in order to know whether the Blindfold Game was effective used toward students' vocabulary mastery. The result could be seen on Table 4.8.

B. Parametric Test of Significance

1. Normality Testing

Normality test is one of requirements in analyze the data. It means that before conducting the real analysis, the research data should be normally distributed. If the significance value is more than 0.05, the data is normally distributed. Meanwhile, if the significance value is less than 0.05, the data are not normally distributed.

In this research, the researcher used a method in normality testing. It's One- Sample Kolmogorov – Smirnov Test on SPSS 16.00. The data were presented below:

Table 4.4 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		11
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	10.88061193
Most Extreme Differences	Absolute	.151
	Positive	.148
	Negative	-.151
Kolmogorov-Smirnov Z		.501
Asymp. Sig. (2-tailed)		.963

a. Test distribution is Normal.

The result of normality testing in table 4.4 was analyzed by using One-Sample Kolmogorov-Smirnov Test. The significance value from the

table was 0.963. It meant that the significance value was higher than 0.05, and the data was normally distributed.

2. Homogeneity Testing

Homogeneity testing is used to test whether the data has homogenous variance or not. Just like normality testing, if the value is higher than 0.05, then the data are homogeneous. Meanwhile, if the value is lower than 0.05, the data are not homogeneous. The researcher analyzed the data using SPSS 16.00. The result of homogeneity testing could be seen below:

Table 4.5 Homogeneity Testing

Test of Homogeneity of Variances

SCORE

Levene Statistic	df1	df2	Sig.
3.841	2	6	.084

Based on the homogeneity testing result on the table 4.5 above, it showed that the value was 0.084. It meant that the value was lower than 0.05. It could be concluded that the data were not homogeneous.

3. Linearity Testing

Linearity testing is used to test whether the data were linear or not. Just like in normality testing and homogeneity testing, if the value is higher than 0.05, the data are linear. Meanwhile, if the value is lower than 0.05, the

data are not linear. The researcher analyzed the data using SPSS 16.00. The result of linearity testing could be seen below:

Table 4.6 Linearity Testing

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
POSTEST * PRETEST	Between Groups	(Combined)	1267.394	5	253.479	1.828	.262
		Linearity	776.850	1	776.850	5.602	.064
		Deviation from Linearity	490.544	4	122.636	.884	.534
	Within Groups		693.333	5	138.667		
	Total		1960.727	10			

Based on the linearity testing result on the table 4.6 above, it showed that the value was 0.534. It meant that the value was higher than 0.05. It could be concluded that the data were linear.

Table 4.7 One-Sample Statistics

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
POSTEST	11	90.55	14.003	4.222

Based on the table 4.7, the output of one-sample statistics showed that the number of sample was 11 students. The mean score of posttest was 90.55. The standard deviation of posttest was 14.003 and the standard error mean of posttest was 4.222. From the frequencies of pre-test and one-sample statistics output, it could be concluded that the mean score of pre-test and posttest were different. The mean score of pre-test was smaller than the mean score of posttest ($81.82 < 90.55$) or the mean score of posttest was higher than the mean score of pre-test ($90.55 > 81.82$). Thus, there was increasing scores from pre-test to posttest. It also meant that the students achieved better after being taught using Blindfold Game.

Table 4.8 One-Sample Test

One-Sample Test

	Test Value = 75					
	t	Df	Sig. (2-tailed)	Mean Difference	90% Confidence Interval of the Difference	
					Lower	Upper
POSTEST	3.682	10	.004	15.545	7.89	23.20

Based on the table 4.8, the output of one-sample test showed that t_{count} was 3.682 and the degrees of freedom (df) was 10. The lower difference was 7.89 and the upper difference was 23.20. The Sig. was 0.004.

The interpretation of data could be done by two methods, there were based on the result of t_{count} and the result of significance level. The interpretations as follows:

1. Comparing the result of t_{count} and t_{table}

The score of t_{count} was 3.682. To know the result of t_{table} could be seen from t table distribution. The degrees of freedom (df) was 10, the score of t_{table} on t table for standard significance 5% was 1.812. It could be concluded that t_{count} was higher than t_{table} ($3.682 > 1.812$). The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because t_{count} was bigger than t_{table} . It meant that the seventh grade students in MTs Al Huda Bandung Tulungagung achieved their vocabulary mastery better after being taught by using Blindfold Game.

2. The result of significance level. The assumptions were:

- a) If Sig. > 0.05 , the null hypothesis was accepted.
- b) If Sig. < 0.05 , the null hypothesis was rejected.

The score of Sig. was 0.004, it meant that the significance level was less than 0.05. Thus, it could be concluded that the null hypothesis was rejected. It also meant that the seventh grade students in MTs Al Huda Bandung Tulungagung achieved their vocabulary mastery better after being taught by using Blindfold Game.

C. Hypothesis Testing

The hypothesis testing of this research as follows:

1. If t_{count} was bigger than t_{table} , the null hypothesis (H_0) was rejected. It meant that the seventh grade students in MTs Al Huda Bandung Tulungagung achieved their vocabulary mastery better after being taught by using Blindfold Game.
2. If t_{count} was smaller than t_{table} , the null hypothesis (H_0) was accepted. It meant that the seventh grade students in MTs Al Huda Bandung Tulungagung didn't achieve their vocabulary mastery better after being taught by using Blindfold Game.

Based on the statistical analysis by using one-sample t-test on SPSS 16.00, the output of statistical calculation showed that the score of t_{count} was 3.682 and the degrees of freedom (df) was 10. The score of t_{table} for standard significance 5% (0.05) with the df 10 is 1.812. Thus, the score of t_{count} was higher than t_{table} ($3.682 > 1.812$). It could be clearly concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It meant that the seventh grade students in MTs Al Huda Bandung Tulungagung achieved their vocabulary mastery better after being taught by using Blindfold Game. The Blindfold Game was effective and suggested to be used to teach vocabulary on the seventh grade students at MTs Al Huda Bandung Tulungagung.

D. Discussion

The objective of the research was to know whether the seventh grade students of MTs Al Huda Bandung Tulungagung achieve better after using Blindfold Game. The researcher conducted some steps to reach the objective. The researcher used test as instrument of the research to get the data.

Based on the research method, the research was done into three steps. The first step was when the researcher wanted to know the students' vocabulary mastery by administering pre-test. The pre-test contained 20 questions of multiple choice and 5 questions of matching test.

The second step was giving treatment. The treatment was done in two meetings. On the first meeting, the researcher taught about using pronoun, simple present tense and adding some vocabularies to be learnt by the students. The researcher gave vocabularies about characteristic of things, animal, and person. Then, on the second meeting, the researcher taught vocabulary using Blindfold Game. The game was done in three small groups. The game commanded the students to guess the thing from another group while closing their eyes with blindfold. The research continued until the last step, that was administering posttest in order to know whether the students achieved better in vocabulary mastery after being taught using Blindfold Game. The posttest contained 20 questions of multiple choice and 5 questions of matching test.

The researcher got the data from the pre-test and posttest scores. Then, the data were analyzed by using one-sample t-test on SPSS 16.00. The output of one-sample statistics shown that the mean score of posttest was 90.55. Meanwhile, from the frequencies of pre-test table, the mean score of pre-test

was 81.82. It could be interpreted that the students achieved their vocabulary masteries better after getting the treatment. On the output of one-sample t-test, it shown that the score of t_{count} was 3.682 with the df 10, the number of significance level was 0.004 and the number of t_{table} for standard significance 5% (0.05) with the df 10 was 1.812.

Based on the data, t_{count} was higher than t_{table} ($3.682 > 1.812$). It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The significance level was smaller than 0.05 ($0.004 < 0.05$). It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. From this result of data analysis, it could be concluded that the seventh grade students in MTs Al Huda Bandung Tulungagung achieved their vocabulary mastery better after being taught by using Blindfold Game.

According to Wright, Betteridge, & Buckby (2006: 2), language learning is hard work. One must take an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Ersoz (2000) on his online journal, stated that games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. The researcher could see the advantages of the Blindfold Game for the students' learning during the research. The game motivated the students to speak up their vocabularies that have been memorized before they decided the name of thing

that should be guessed. The students also worked in small groups that contained three until four students in every group. Working in groups motivated students to learn about cooperation. The game can be a solution for those who have less enthusiasms in English learning, especially in vocabulary mastery.

Wright, Betteridge, & Buckby (2006: 2) stated that games provide one way of helping the learners to experience language rather than merely study it. In teaching and learning activity, the students are always faced with an explanation from the teacher in a long time. Therefore, the researcher provided a game, namely Blindfold Game, which was used to give a little difference in the learning experience of the students in order to help the students understand the existing learning material.

In addition, game also created fun and active condition in the classroom. According to Richard and Roger (2001: 73), Asher (1977: 4) shared with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements, reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

Based on the explanations above, increasing vocabulary mastery could be fulfilled by using game in teaching and learning activity. From the result of data analysis, the seventh grade students in MTs Al Huda Bandung Tulungagung achieved their vocabulary mastery better after being taught by using Blindfold Game. So, it could be concluded that using Blindfold Game

was effective toward vocabulary mastery of the seventh grade students at MTs Al Huda Bandung Tulungagung.

This finding is related with the previous study from Aditama, (2014), that is using Secret Message Game to increase the vocabulary mastery. His thesis title was “*The Effectiveness of Secret Message Game Toward Students’ Vocabulary Achievement of Second Grade at SMPN 3 Kedungwaru Tulungagung*”. His research used pre-experimental research design with quantitative approach. He decided to choose the class that consist of 23 students. He used pre-test and posttest as the research instrument and trying it out before the sample did the tests. Meanwhile, this research used game too to increase the students’ vocabulary mastery. The game was Blindfold Game. The sample was the seventh grade students from 7A class. The result of the previous study was the same with this research’s result. The data analysis from Aditama’s thesis showed that the mean score of students’ vocabulary before being taught Secret Message Game was 63.86. Meanwhile, the mean score of students’ vocabulary after being taught using Secret Message Game was 76.30. The result of counting score using T-test showed that $t_{count} (7,700) > t_{table} (2,074)$. Meanwhile, the data analysis of this research showed that the mean score of pre-test was 81.82, the mean score of posttest was 90.55, and t_{count} was higher than t_{table} ($3.682 > 1.812$). From this explanations, it concluded that using game could be one of effective ways toward the students’ vocabulary mastery.