

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents three topics related to research findings. These are the findings of research, hypothesis testing, and discussion.

A. The Description of Data

In this part the researcher display what she got when she research that was data. And also in this research the researcher wants to know the effectiveness of using hot potatoes cloze test towards students' grammar achievement in simple present tense. The effectiveness of using hot potatoes can be seen from the significant different scores of the students' grammar achievement before and after being taught by using hot potatoes cloze test. The presentation of the data is also to answer the research problems presented in chapter I.

To know the significance students' score in simple present tense the researcher conducted research. In first meeting the researcher conducted a pretest consisted of 39 students in VII I class of seventh grade of SMPN 1 Ngunut. After conducted research the researcher got the data that is students score in grammar especially simple present tense. Next, the researcher analyzed the data using by using paired sample *t*-test though SPSS 16.0 to find out the significant difference scores of students' grammar achievement before and after being taught

by using hot potatoes cloze test. Mentioned below is the presentation of data in this research (See appendix 7).

1. Students' Grammar Score before Being Taught by Using Hot Potatoes Cloze test.

After conducting research the researcher got the data that is students score in grammar especially simple present tense before being taught by using hot potatoes cloze test. The pretest is some test that was conducted before the researcher gave the treatment. The use of this test is to know the students basic competence in grammar especially simple present tense and to know how far the students knowledge in simple present tense. And, in this part the researcher present about the students scores in grammar especially simple present tense before being taught by hot potatoes. The next page was the students score grammar especially simple present tense before being taught by using hot potatoes (pre-test). And the researcher use their initial named for this table.

**Table 4.1 Students' Grammar Score Before Being Taught by Using
Hot Potatoes (Pre-test Scores).**

Number	Student	Score
1.	AZA	90
2.	ALP	70
3.	AM	70
4.	AR	50
5.	AST	88
6.	AIH	82
7.	AB	90
8.	CAW	52
9.	DBS	90
10.	DDS	42
11.	EW	66
12.	EDPW	82
13.	FNN	94
14.	FNS	76
15.	FNH	72
16.	GAQ	40
17.	HGA	82
18.	HP	94
19.	HF	76
20.	IA	88
21.	IRN	94
22.	JJB	36
23.	KDAA	64
24.	MBH	92
25.	MEA	82
26.	MHA	90
27.	NN	92
28.	NA	90
29.	PRD	80
30.	RA	92
31.	RS	72
32.	RA	46
33.	SR	88
34.	SFP	82
35.	SFA	80
36.	TNS	72
37.	TY	80
38.	VL	58
39.	ZLM	80

The pretest was conducted on Wednesday, May 13rd, 2015. And the pretest was followed by 39 students of VII I. The researcher was allocated the time 40 minutes for this class. The pretest contained by 30 questions, certainly the test is pretest.

After conducted research the researcher got the data. And the data was analyzed using SPSS16.0 and the result can be seen on the table bellow:

Table 4.2 Frequency Statistics of Students' Pretest Scores

Statistics		
PRETEST		
N	Valid	39
	Missing	0
Mean		76.00
Std. Error of Mean		2.635
Median		80.00
Mode		82 ^a
Std. Deviation		16.454
Variance		270.737
Range		58
Minimum		36
Maximum		94
Sum		2964

a. Multiple modes exist. The smallest value is shown

From the table above, it can be seen that the lowest score is 36 and the highest score is 94. Besides, the mean of pretest is 76.00, the standard error of mean is 2.635, the median is 80, the mode is 82^a, and the standard deviation is 16.454.

To make the data easy to be interpreted, the researcher made the table distribution of the students' pretest scores. It can be seen in table:

Table 4.3 Table Distribution of the Students' Pretest Scores

Interval	Frequency	Categorization	Percentage
35 – 44	3	very poor	7.69 %
45 – 54	3	Poor	7.69 %
55 – 64	2	fair	5.12 %
65 – 74	6	Good	15.38 %
75 – 84	11	very good	11 %
85 – 94	14	Excellent	14 %

After we analyzed percentage the researcher got the data that is 3 students 7.69 % get score 35 to 44 in very poor categorization. Three students 7.69 % get score 45 to 54 in poor categorization. Two students 5.12 % get score 55 to 64 and in fair categorization. Six students 15.38 % are in good categorization and get score 65 to 74. Eleven students 11 % are in very good categorization and get score 76 to 84. And the last is fourteen students 14 % are in excellent categorization (See appendix 3 and 4).

2. Students' Grammar Score After Being Taught by Using Hot Potatoes Clozetest (Posttest Score).

After conducted pretest the researcher continued to conducted posttest. The posttest is some test that was conducted after being taught by using hot potatoes, after the researcher gave the treatment. The use of this test is to know the students competence, and their scores after taught by using hot potatoes, after they got the treatment. The posttest was done in both of class, control class and experimental class. And, in this part the researcher present about the students scores in grammar especially simple present tense after being taught by hot potatoes. Bellow the students score grammar especially simple present tense after

being taught by using hot potatoes (posttest scores). And the researcher use their initial named for this table:

Table 4.4 Students' Grammar Scores after Being Taught by Using Hot Potatoes (Posttest Scores)

Number	Student	Score
1.	AZA	91
2.	ALP	88
3.	AM	88
4.	AR	85
5.	AST	88
6.	AIH	88
7.	AB	91
8.	CAW	85
9.	DBS	79
10.	DDS	91
11.	EW	82
12.	EDPW	94
13.	FNN	97
14.	FNS	67
15.	FNH	88
16.	GAQ	91
17.	HGA	91
18.	HP	100
19.	HF	88
20.	IA	89
21.	IRN	97
22.	JJB	91
23.	KDAA	88
24.	MBH	91
25.	MEA	88
26.	MHA	73
27.	NN	94
28.	NA	85
29.	PRD	88
30.	RA	94
31.	RS	100
32.	RA	82
33.	SR	94
34.	SFP	88
35.	SFA	88

36.	TNS	82
37.	TY	91
38.	VL	91
39.	ZLM	85

The posttest was conducted on Thursday, May 21st, 2015. And the pretest was followed by 39 students of VII I. The researcher was allocated the time 40 minutes for each class. The pretest contained by 30 questions, certainly the test is posttest.

After conducted research the researcher got the data. And the data was analyzed using SPSS16.0 and the result can be seen on the table bellow:

Table 4.5 Frequency Statistics of Students' Posttest Scores

Statistics		
POSTEST		
N	Valid	39
	Missing	0
Mean		88.49
Std. Error of Mean		1.025
Median		88.00
Mode		88
Std. Deviation		6.403
Variance		40.993
Range		33
Minimum		67
Maximum		100
Sum		3451

From the table above, it can be seen that the lowest score is 67 and the highest score is 100. Besides, the mean of posttest is 88.49, the standard error of mean is 1.025, the median is 88.00, the mode is 88, and the standard deviation is 6.403.

To make the data easy to be interpreted, the researcher made the table distribution of the students' pretest scores. It can be seen in table:

Table 4.6 Table Distribution of the Students' Posttest Scores

Interval	Frequency	Categorization	Percentage
66 – 71	1	Very poor	2.56 %
72 – 77	1	Poor	2.56 %
78 – 83	4	Fair	10.25%
84 – 89	16	Good	41.02 %
90 – 95	13	Very good	33.33 %
96 – 100	4	Excellent	10.25 %

After we analyzed trough percentage the researcher got the data that is 1 students 2.56 % get score 66 to 71 in very poor categorization. One students 2.56 % get score 72 to 77 in poor categorization. Four students 10.25 % get score 78 to 83 and in fair categorization. Sixteen students 41.02 % are in good categorization and get score 84 to 89. Thirteen students 33.33 % are in very good categorization and get score 90 to 95. And the last is four students 10.25 % are in excellent categorization (See appendix 4 and 5).

3. The Significance Different Scores Before and After Being Taught by Using Hot Potatoes Cloze test

After administered pre-test and post-test the researcher got the data. Next, the researcher analyze the data to answer the research question number three, and to test there is any significance different scores before and after being taught by using hot potatoes cloze test by using test paired sample t –test through SPSS 16.0 (See appendix 9). The outputs were as follows:

Table 4.7 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	76.00	39	16.454	2.635
	POSTEST	88.49	39	6.403	1.025

Based on the output data through SPSS 16.0 above we can take the data the students before being taught by using hot potatoes cloze test and after being taught by using hot potatoes cloze test. The total number of the students in experimental class and control class (N) both in pretest and posttest is 39. And for the mean of pretest is 76.00 and the mean of posttest is 88.49.

Firstly, we had done administered pretest. The pre-test is used to know the students basic competence and how far the students know about the grammar especially simple present tense. The pre-test must be first administered before they got the post-test, because we need know how the students score in grammar especially simple present tense before we gave the treatment for the students.

Between pre-test and post-test must be had any significance, its mean that there were must had improvement after got the treatment. Based on the data that analyzed through SPSS 16.0 got the data that mean of pre test for class pre test is 76.00, and mean for the post test is 88.49, so $88.49 > 76.00$ its mean that the students scores in pretests and posttests there is any improvement between before got treatment and after got treatment and there is any significant scores between before got treatment and after got treatment. Before got treatment the mean,

students score in grammar especially simple present tense is low, while after got treatment the students score in grammar especially simple present tense is up, and improve (See appendix 8).

Table 4.8 Paired Sample T- Test

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTEST	-12.487	16.728	2.679	-17.910	-7.064	-4.662	38	.000

From the output data trough SPSS 16.0 above, the result of t –value is 4.662 and for degree of freedom (df) = 38, significance value (Sig. 2-tailed) 0.000. While the $df = 38$, it is consulted to t –table with significant level 5% (0.05) and the result is 1.686.

Hypotheses testing stated if the value of t –count is higher than t –table (t –count > t –table) in $df = 38$ with significant level 0.05 and significance value < 0.05, the null hypothesis (H_0) is rejected. It means that hot potatoes cloze test is effective to be applied in teaching grammar at the seventh grade students of SMPN 1 Ngunut. The hypothesis testing can be got if there is any significant difference of the students' grammar scores before and after being taught by using hot potatoes cloze test. Otherwise, if the value of t –count is smaller that t –table (t –count < t –table) in $df = 38$ with significant level 0.05 and significance value

< 0.05 , the null hypothesis (H_0) is accepted. It means that hot potatoes cloze test is not effective to be applied in teaching grammar at the seventh grade students of SMPN 1 Ngunut. It is got if there is not any significant difference of the students' grammar scores before and after being taught by using hot potatoes cloze test.

Table 4.8 shows that t –count is higher than t –table ($4.662 > 1.686$) and the significance value is lower than significant level ($0.000 < 0.05$). It can be concluded that H_0 is rejected. It means that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut (See in appendix 9).

B. Hypothesis Testing

There are two kinds of hypotheses: null hypothesis (H_0) and alternative hypothesis (H_a). Null hypothesis (H_0) is a hypothesis stating that there is no any relationship between or among variables. In this research, the null hypothesis is there is no any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes quiz at the seventh grade of SMPN 1 Ngunut Tulungagung. Alternative hypothesis (H_a) is a hypothesis stating that there is a relationship or there is a significant difference between or among variables. In this research, the alternative hypothesis is there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut Tulungagung.

The hypothesis testing is concerned on the null hypothesis (H_0). It means that the treatment is effective if H_0 is rejected and it is not effective if H_0 is accepted. The hypotheses testing of this research is proved through the output of paired sample t –test calculated in SPSS 16.0. It is concerned both on the value of t –count and the significance (sig). Next, the hypotheses testing are stated as follows:

1. If t – count is higher than t – table (t –count $>$ t –table) in $df = 38$ with significant level 0.05 and significance value is lower than 0.05 (significance value $<$ 0.05), the null hypothesis (H_0) is rejected. It means that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut Tulungagung.
2. If t – count is lower than t – table (t –count $<$ t –table) in $df = 38$ with significant level 0.05 and significance value is higher than 0.05 (significance value $>$ 0.05), the null hypothesis (H_0) is accepted. It means that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut Tulungagung.

Based on the output of paired sample t –test on table 4.8, the significance value is 0.000, the value of t –count is 4.662, and the value of t –table in $df = 38$ is 1.686. As stated earlier, if the t – count $>$ t – table and the significance value $<$ 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Since the t – count is higher than t – table ($4.662 >$ 1.686) and the

significance value is lower than 0.05 ($0.000 < 0.05$), it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes cloze test at the seventh grade of SMPN 1 Ngunut Tulungagung. Therefore, hot potatoes quiz is effective and it is suggested to be used to teach grammar, especially at the seventh grade of SMPN 1 Ngunut Tulungagung.

C. Discussion

The findings of this research were intended to answer the research problems stated in chapter I. In order to answer the research problems, the researcher conducted three steps to collect the data. The first was administering a pretest. The next step was applying the treatment that was using hot potatoes cloze test in teaching grammar. The treatment was done in twice meetings. The grammar chosen by the researcher was simple present tense. In this treatment, the students were given a chance to do the clozetest in computers. The researcher produced the clozetest as electronic materials in the form of short answers and the students did it on a computer. The researcher previously gave feedback for both the correct and wrong answers, therefore when doing the cloze test and making mistakes, the students would realize their mistakes directly by looking at the feedback and tried to change the answers to the correct one. The last step was administering a posttest.

After the steps were conducted, the researcher got data in the form of pretest and posttest scores. Next, the researcher analyzed them by using paired sample t –test through SPSS 16.0. Below was the result of the data:

1. Students' Grammar Scores Before Being Taught by Using Hot Potatoes Cloze test (Pretest Score)

The pretest was done at the first meeting of this research. It was done before a treatment process that was teaching grammar by using hot potatoes cloze test was being conducted. It was given to students to know their basic competence and earlier knowledge before getting the treatment. The pretest was given to the VII I class consisted of 39 students. The researcher allocated 40 minutes for conducting the pretest. The pretest contained 30 questions in the form of simple completion with inflection form. After getting the pretest scores, the researcher analyzed it by using SPSS 16.0. The result showed that the mean of pretest is 76.00.

2. Students' Grammar Scores After Being Taught by Using Hot Potatoes Cloze test (Posttest Score)

The post test was done at the last meeting of this research. It was done after the treatment process was given to the students. It was given to them to know their grammar scores after getting the treatment. The researcher wanted to know whether there is any significant difference in the students' grammar understanding before and after given by treatment. The posttest was given to the VII I class consisted of 39 students. The researcher allocated 40 minutes for conducting the posttest. The posttest contained 30 questions in the form of simple completion

with inflection form. After getting the pretest scores, the researcher analyzed it by using SPSS 16.0. The result showed that the mean of posttest is 88.49.

3. The Significant Different Scores Before and After Being Taught by Using Hot Potatoes Cloze test

At a glance, the mean of posttest is higher than the mean of pretest $88.49 > 76.00$. It means that the students' grammar scores in posttest are better than the the pretest one. It is seen that there was improvement on the students' grammar scores before and after being given by a treatment.

Next, the output of paired sample t -test through SPSS 16.0 also showed that the value of t -count is 4.662 and the significance value is 0.000. After finding the value of t -count, the researcher considered the degree of freedom (df) = $N - 1$, so the df is 38. The researcher consulted to t -table at the significant level of 5%. She found that the t -table in $df = 38$ at significant level 0.05 is 1.686.

To answer the hypothesis testing, the researcher compared the value of t -count and t -table. The value of t -count gotten by the researcher is 4.662 and the value of t -table is 1.686. Based on the descriptions, it can be known that the t -count is higher than t -table ($4.662 > 1.686$) and the significance value is lower than 0.05 ($0.000 < 0.05$), so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes clozetest at the seventh grade of SMPN 1 Ngunut Tulungagung.

From the result above, its still lack if there is no some theories that help and make the result more strong. Based on Soleimani, Raesi (2015) stated that Hot Potatoes is quite and practical. While, according to Mulhuda (2013), hot potatoes is a simple way of creating attractive, webbased interactive exercises with student feedback.

In addition, according to Imananda (in Cahyono, 2011: 96), there are some advantages that both teacher and students get by using Hot Potatoes program in learning grammar. First, as a game, Hot Potatoes constructs fun atmosphere in the learning process. Second, grammar practice will be more becomes a challenging instead of daunting activity since it is designed like game which gives reward to its users. Third, it will lead to effective learning because the drills are always typical to grammar classes.

Hot potatoes is appropriate for give in test in grammar, especially simple present tense. Because, hot potatoes is fun application and easy to operated. According to Brown (2001: 146) currently, most widely standardized tests are computer-based. Sooner or later, most language students will need to perform such a test, designed to gauge the test-taker level's as the respond are made. During the early time right or wrong answers are electronically analyzed in order to present later items, from a bank of possible items that will be neither too easy nor too difficult and present an optimal challenge. It means that with the progress of this era, the teacher should be smart and creative to adapt this era, because along with progress of this era there are many newest technologies. It also demands the teacher or test-taker don't be blind with the progress of technology.

All in all, the advantages above implied that the use of hot potatoes clozetest gives positive effects towards students' grammar achievement. It had been proven by the result of data analysis in this research that there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes clozetest. Thus, it can be concluded that the use of hot potatoes cloze test is effective towards students' grammar achievement and it is suggested to be used in teaching grammar, especially at the seventh grade of SMPN 1 Ngunut Tulungagung.