

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of three topics dealing with the research finding and discussion. They are the description of data, data analysis, the result of normality testing, hypothesis testing, and discussion about the data of the research.

A. The Description of Data

In this research, the data is obtained by giving pre-test and post-test to the fifth grade students. It is to see whether there is significance different of the students' scores before and after being taught by using Scavenger Hunt Game on the students' vocabulary mastery for fifth grade students. The pre-test done before the researcher conducts the treatment and the post-test done after the treatment finished.

The researcher gives pre-test and post-test in one group sample which consists of 16 students of fifth grade in SDN 1 Sukodono. Both of test is different, but they have same level of difficulties. The test consists of 20 items in the form of multiple choice questions. The data of students' pre-test and post-test result can be seen in appendix.

To describe the data, the researcher showed the criteria of score of the students' test result. It is to know the students' vocabulary mastery whether it was good or not. The researcher gave the criteria as follows:

Table 4.1 The criteria of students' score by using scavenger hunt game

No.	Interval Class	Criteria
1	81 – 100	Very good
2	71 – 80	Good
3	61 – 70	Average
4	51 – 60	Poor
5	0 – 50	Very Poor

1. Students' Vocabulary Score Before Being Taught by Using Scavenger Hunt Game (Pre-test score)

The pre-test is intended to know the students' vocabulary achievement before students got treatment. The data students' vocabulary score in pre-test can be seen in appendix. Pre-test was administered on 6 August 2020. The researcher used IBM SPSS Statistics 22 to know the descriptive statistic and the frequency distribution of students' score in pre-test. The result of calculation as follow:

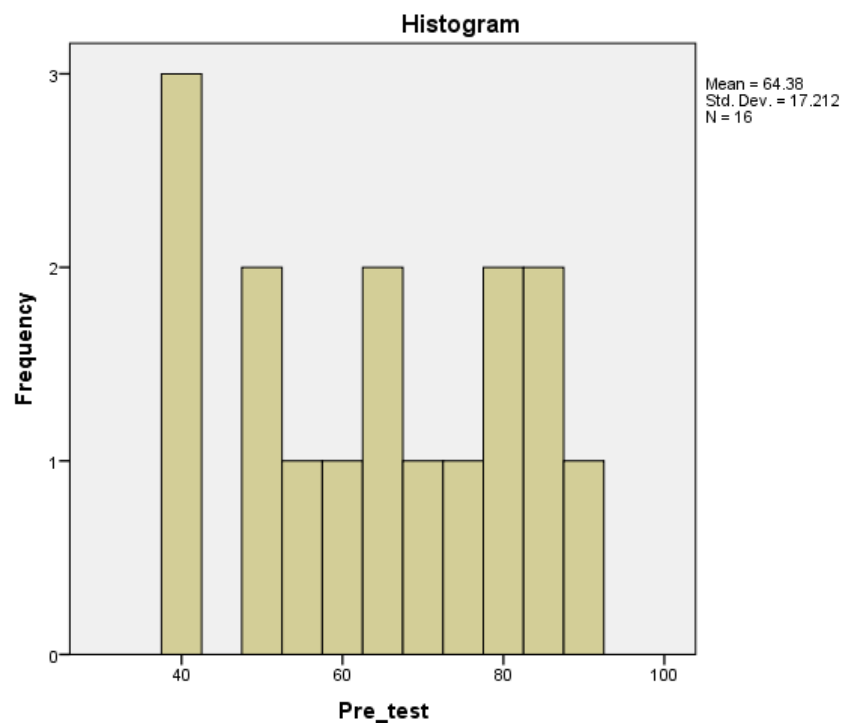
Table 4.2 Descriptive Statistics of Pre-test Score

Statistics		
Pre_test		
N	Valid	16
	Missing	0
Mean		64.38
Std. Error of Mean		4.303
Median		65.00
Mode		40
Std. Deviation		17.212
Range		50
Minimum		40
Maximum		90
Sum		1030

The table 4.1 describes about the central tendency of students' score in pre-test. Based on the table, it can be seen that there are 16 students as subject of the research. The mean of students' score in pre-test is 64.38. It means that the average of score from total amount students is under passing grade, which is under 70. Then, the median score or the halfway point of total amount scores is 65. For the mode score is 40, it means the most frequent score from total students is 40. The next is standard deviation. The standard deviation is the deviation of total scores which shows how the scores are spread. The value of standard deviation of the pre-test is 17.212. Then, the range score or distance between minimum and maximum scores of pre-test is 50.

Table 4.3 Frequency of Pre-test

		Pre_test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	18.8	18.8	18.8
	50	2	12.5	12.5	31.3
	55	1	6.3	6.3	37.5
	60	1	6.3	6.3	43.8
	65	2	12.5	12.5	56.3
	70	1	6.3	6.3	62.5
	75	1	6.3	6.3	68.8
	80	2	12.5	12.5	81.3
	85	2	12.5	12.5	93.8
	90	1	6.3	6.3	100.0
Total		16	100.0	100.0	

Figure 4.1 The Percentage of Pre-test Score

From the table 4.2 and figure 4.1, the frequency of pre-test after distributed. there were 5 students got score between 40-50, it means that the students' vocabulary mastery was still very poor. Then, there were 2 students got score 51-60, it means that the students' vocabulary mastery was poor. It needed much improvement. Besides, the students who got score between 61-70 were three students. It means that the students' vocabulary mastery was average. It also needs improvement. Then, the students who got score above 71 were 6 students. It means that the students' vocabulary mastery was good. It can be concluded that the students still need to improve their vocabulary mastery.

2. Students' Vocabulary Score After Being Taught by Using Scavenger Hunt Game (Post-test score)

Post-test was given to the students, after they got the treatment. It meant the post-test here was intended to know the students' vocabulary achievement after students got treatment. The data students' vocabulary score in post-test can be seen in appendix. The researcher used IBM SPSS Statistics 22 to know the descriptive statistic and the frequency distribution of students' score in post-test. The result of calculation as follow :

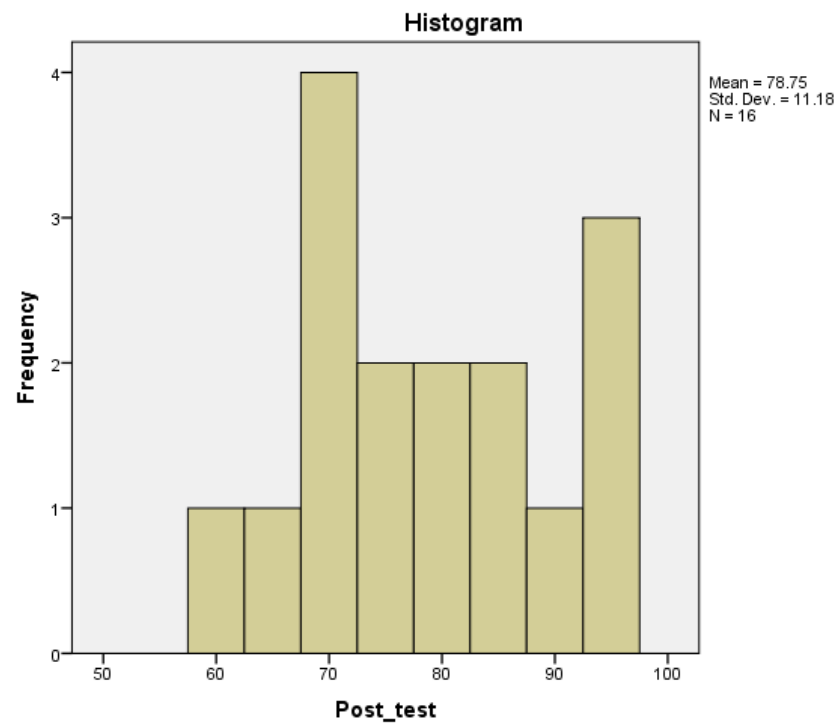
Table 4.4 Descriptive Statistic of Post-test Score

Statistics		
Post_test		
N	Valid	16
	Missing	0
Mean		78.75
Std. Error of Mean		2.795
Median		77.50
Mode		70
Std. Deviation		11.180
Range		35
Minimum		60
Maximum		95
Sum		1260

The table 4.3 above describes about the central tendency of students' score in post-test. Based on the table, it can be seen that there are 16 students as subject of the research. Then, the mean of students' score in post-test is 78.75. It means that the average of score from total amount students is above passing grade, which is above 70. The median score is 77,50. The next is 70 for mode or the most frequent score of students in post-test. The score of standard deviation of the post-test is 11.180. Then, the range of this test is 35.

Table 4.5 Frequency of Post-test

		Post_test			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	60	1	6.3	6.3	6.3
	65	1	6.3	6.3	12.5
	70	4	25.0	25.0	37.5
	75	2	12.5	12.5	50.0
	80	2	12.5	12.5	62.5
	85	2	12.5	12.5	75.0
	90	1	6.3	6.3	81.3
	95	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

Figure 4.2 The Percentage of Post-test Score

The table 4.4 and figure 4.2 showed that there was only one student who got score 51-60, it means that the student's score was poor. Then, there were 5 students who got score between 61-70. It means that the students' vocabulary mastery was average. Besides, there were 4 students who got 71-80, which indicated that the students' vocabulary mastery was good enough. Then, there were 6 students who got score 81-95, it means that the students' vocabulary mastery was excellent.

B. Data Analysis

After administering pre-test and post-test, and obtaining the data. Next, the researcher analyzed the data to find out the significance different score before and after being taught by using scavenger hunt game. To analyze the data, the researcher used paired sample test through IBM SPSS Statistics 22. The outputs were as follow:

Table 4.6 The Result of Paired Samples Statistics

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post_test	78.75	16	11.180	2.795
Pre_test	64.38	16	17.212	4.303

Based on the table 4.5, the output paired sample statistics showed that there is different value between the mean of pre-test and post-test. The mean of pre-test is 64.38, while the mean of post-test is 78.75. It means the average

of post-test was higher than pre-test. Then, the number of subject of the study (N) was 16 students. Meanwhile, standard deviation of pre-test is 17.212 and standard deviation of post-test is 11.180. The last is standard error mean, for pre-test is 4.303, while for post-test is 2.795.

Table 4.7 The Result of Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Post_test & Pre_test	16	.862	.000

Based on the table 4.6, the output paired sample correlations showed the large correlation value between pre-test and post-test scores, where it can be seen both correlation value is 0.862.

Based on the descriptive statistics of pre-test and post-test results, it can be concluded that there is increasing scores on post-test. It means the students' vocabulary achievement is better after got treatment. It can be seen from the increasing of mean of the pre-test and post-test.

C. The Result of Normality Testing

Normality test is used to determine whether the distribution of test is in normal distribution or not. The result of normality testing using One Sample Kolmogorov Smirnov through IBM SPSS Statistics 22 can be seen on the table 3.5 as follows:

Table 4.8 The Result of Normality Testing

		One-Sample Kolmogorov-Smirnov Test	
		pre_test	post_test
N		16	16
Normal Parameters ^{a,b}	Mean	64.38	78.75
	Std. Deviation	17.212	11.180
Most Extreme Differences	Absolute	.131	.158
	Positive	.111	.158
	Negative	-.131	-.114
Test Statistic		.131	.158
Asymp. Sig. (2-tailed)		.200	.200

a. Test distribution is Normal.

Based on the output One-Sample Kolmogorov-Smirnov Test with IBM SPSS Statistic 22 is known that the significance value from pre-test is 0.200 and post-test is 0.200. According the rules of normality testing, if the significance value > 0.05 , then the data has normal distribution. Meanwhile, if the significance value < 0.05 , the data does not have normal distribution. Both significance value of pre-test and post-test are higher than 0.05 ($0.200 > 0.05$). So, it can be interpreted if both of data (pre-test and post-test scores) are in normal distribution.

D. Hypothesis Testing

The hypothesis of this study is as follow:

1. If sig. (2-tailed) is lower than the level significance (sig. < 0.05), the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

It means that there is significant difference score of the students'

vocabulary mastery before and after being taught by using Scavenger Hunt Game for the fifth grade students at SDN 1 Sukodono.

2. If sig. (2-tailed) is higher than the level significance (sig. > 0.05), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant difference score of the students' vocabulary mastery before and after being taught by using Scavenger Hunt Game for the fifth grade students at SDN 1 Sukodono.

To prove whether the used of Scavenger Hunt Game is effective to increase students' vocabulary achievement and also to know whether the significant value (sig. 2-tailed) is lower than the level significance ($\alpha= 0.05$), the researcher analyze the data by using Paired Sample Test in IBM SPSS Statistics 22. Then, the result shows in the following table.

Table 4.9 The Result of Paired Sample 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 Post_test - Pre_test	14.375	9.465	2.366	9.332	19.418	6.075	15	.000

Based on the statistical calculation using IBM SPSS Statistics 22 on the table 4.7, the significant value (sig. 2-tailed) of the scores is 0.000, and it 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 there is significant difference score of the students' vocabulary mastery before and after being taught by using Scavenger Hunt Game for the fifth grade students at SDN 1 Sukodono is accepted. In other word, using Scavenger Hunt Game is effective to improve students' vocabulary mastery.

E. Discussion

The finding of the research is intended to answer the research question. The objectives of this research is to identify whether there is significant difference scores of students in vocabulary mastery before and after being taught by using scavenger hunt game for the fifth grade students at SDN 1 Sukodono in the academic year 2020/2021.

To reach the objectives of the research, the researcher conducted some steps. The first step was making the test instrument to obtain the data. Then, the test was tried out on the different school to know the reliability of test. The steps to collect the data are administering pre-test, giving treatment for three times, and administering post-test in the last meeting.

After the researcher got the result of pre-test and post-test, then the data was analyzed by using paired sample test on IBM SPSS Statistics 22. The output of paired sample statistics showed that the mean of pre-test score was

64.38 and the mean of post-test score was 78.75. It can be indicated that the students' vocabulary mastery had increased after getting the treatment by using Scavenger Hunt Game.

To find out whether the null hypothesis can be rejected or not is by seeing the result of paired sample test. The output of paired sample test showed that the significant value (sig. 2-tailed) was 0.000. Based on the result of the data, the significant value (sig. 2-tailed) is lower than the level significance 0.05 ($0.000 < 0.05$). It means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It can be concluded that there is significant difference score of students' vocabulary mastery before and after being taught by using scavenger hunt game for fifth grade students at SDN 1 Sukodono.

Based on the finding of the research, Scavenger Hunt Game can be the effective strategy to teach vocabulary. It is caused scavenger hunt game is one of the techniques that effective in helping the students achieve enjoyment teaching and learning process, especially for fifth grade students. It's supported by Harmer (2008: 82) that young learners' understanding comes not just from explanation, but also from what they see and hear and crucially have a chance to touch and interact with. As we know that Scavenger Hunt Game is technique that involves things surrounding.

The result of this research also showed that through applying Scavenger Hunt Game in teaching vocabulary can improve the students' vocabulary mastery. This result agreed with Widya and Siti Nurani (2016) and Geuri

Nurhayati (2017) journal. By applying this method, the students can find out the concrete form of the word, so it helps them to understanding the vocabulary easily. By using scavenger hunt, the students are motivated to learn more and they also have learning experience through physical activities when they look for the things around them. It's supported by Bakhsh (2016: 123) who argues that games are an effective tool to teach vocabulary to young learners. They will participate and pay more attention because they enjoy themselves.

Based on explanation above, it can be concluded that Scavenger Hunt Game can improve the students' vocabulary mastery. Using Scavenger Hunt Game is suitable in teaching vocabulary where this method can make the students enjoy the teaching and learning process, so, they can understand and using the vocabulary easily. From statistical calculation, it also said that there is any significant difference scores of students' vocabulary mastery before and after being taught by using Scavenger Hunt Game. It proved that Scavenger Hunt Game is effective on the fifth grade students' vocabulary mastery at SDN 1 Sukodono.