

CHAPTER IV

RESEACH FINDING AND DISCUSSION

In this chapter the researcher presents the research finding, hypothesis testing, and the discussing about the result of data analysis

A. Research Finding

Researcher presented a research data taken from the seventh graders of MTsN 7 Tulungagung on English vocabulary before and after taught by the implementation of Conditional Chain Game. Researchers used a pre-experimental research design with one group given pre-test - post-test trough quantitative approach. The researcher conducted the research at VII-C of MTsN 7 Tulungagung.

Pre-test held before the implementation of conditional chain game. The test aimed to know the basic competence the students' English vocabulary. Pre-test in multiple choices and consist of 25 questions, the students got 4 score each items for true answer, and 0 score for wrong answer. Time allocation is 30 minutes to finish the test.

The next section was implementing conditional chain game to the students. First, the researcher gave a definition and procedures about the strategy; conditional chain games to the students. Second, the students asked to write some vocabulary at the paper sheet that have given by the researcher. Third, the researcher began to make one sentence in conditional sentence type one then, that sentence from the researcher continued by the students by using

some vocabulary that have they write. If there is some wrong or bad pronunciation the researcher stop the game, and gave students the right pronunciation and ask them to repeat it.

When the treatment was done, the researcher conducts post-test which aimed to find students' progress in English vocabulary after applied by conditional chain game. Post-test in multiple choices form consist with 25 questions, the students got 4 score each items for guessing the correctt answer, and 0 score for incorrect answer. Time allocation is 30 minutes to finish the test. The statistical data of pre-test and post-test were showed below:

Table 4.1 statistical data of pre-test score

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	38	100.0%	0	0.0%	38	100.0%

Descriptives				
			Statistic	Std. Error
Pretest	Mean		60.42	1.665
	95% Confidence Interval for Mean	Lower Bound	57.05	
		Upper Bound	63.79	
	5% Trimmed Mean		60.60	
	Median		62.00	
	Variance		105.331	
	Std. Deviation		10.263	
	Minimum		32	
	Maximum		80	
	Range		48	
	Interquartile Range		16	
	Skewness		-.326	.383
	Kurtosis		.118	.750

Table above show the data of the 38 students has the minimum score 32, the maximum score 80, and the mean 60.42. Therefore, the students mean score before implemented by conditional chain game was 60.42.

Table 4.2 Frequency of pre-test score

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	2.6	2.6	2.6
	48	6	15.8	15.8	18.4
	52	3	7.9	7.9	26.3
	56	7	18.4	18.4	44.7
	60	2	5.3	5.3	50.0
	64	8	21.1	21.1	71.1
	68	3	7.9	7.9	78.9
	72	5	13.2	13.2	92.1
	76	2	5.3	5.3	97.4
	80	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

As the result of frequency table showed that from 38 students, 1 student (2.6%) get 32, 6 students (15.8%) get 48, 3 students (7.9%) get 52, 7 students (18.4%) get 56, 2 students (5.3%) get 60, 8 students (21.1%) get 64, 3 students (7.9%) get 68, 5 students (13.2%) get 72, 2 students (2.6%) get 76, and 1 student (2.6%) get 80. There were 30 students that get the score below the criteria of mastery learning (70) in Pre=test that sowed on table 4.2.

Table 4.3 statistical data of post-test score

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
posttest	37	97.4%	1	2.6%	38	100.0%

Descriptives				
			Statistic	Std. Error
posttest	Mean		77.19	1.557
	95% Confidence Interval for Mean	Lower Bound	74.03	
		Upper Bound	80.35	
	5% Trimmed Mean		77.44	
	Median		76.00	
	Variance		89.658	
	Std. Deviation		9.469	
	Minimum		56	
	Maximum		92	
	Range		36	
	Interquartile Range		14	
	Skewness		-.124	.388
	Kurtosis		-.549	.759

Based on table above, the sample this study consists of 37 students. The minimum scores are 56, the maximum scores are 92, and the mean was 77.19. Therefore, the score of the students after applying conditional chain game strategy the mean was 77.19.

Table 4.4 Frequency of post-test score

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	2.6	2.7	2.7
	60	1	2.6	2.7	5.4
	64	2	5.3	5.4	10.8
	68	5	13.2	13.5	24.3
	72	5	13.2	13.5	37.8
	76	5	13.2	13.5	51.4
	80	7	18.4	18.9	70.3
	84	4	10.5	10.8	81.1
	88	2	5.3	5.4	86.5
	92	5	13.2	13.5	100.0
	Total	37	97.4	100.0	
Missing	System	1	2.6		
Total		38	100.0		

As the result showed in table from 38 students, 1 student (2.6%) got 56, 1 student (2.6%) got 60, 2 students (5.3%) got 64, 5 students (13.2%) got 68, 5 students (13.2%) got 72, 5 students (13.2%) got 76, 7 students (18.4%) got 80, 4 students (10.5%) got 84, 2 students (5.3%) got 88, and 5 students (13.2%) got 92. It can be said there were 9 students get score below criteria learning (70) in Post-test.

Table 4.5 Descriptive of pre-test and post-test score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	38	32	80	60.42	10.263
Posttest	37	56	92	77.19	9.469
Valid N (listwise)	37				

Table 4.5 showed post-test mean score is 77.19 and it higher than the pre-test mean score (60.42) in other word, Conditional Chain game had impact on students' English vocabulary.

B. Hypotheses Testing

This study used experimental research which intended by comparing two results, which is the result of before – after implementing conditional chain game. Balnaves and Calputi (2001:40) mention the way to test the null hypotheses is to compare t-value obtained from statistics must be less than 0.05. The research hypothesis tests in this study are:

1. The alternative hypothesis is accepted if the significant level value under 0.05 while null-hypothesis rejected or simply said there is a significant different score on students' English vocabulary after – before the implementation of Conditional Chain Games.
2. The alternative hypothesis is rejected if the significant level more that 0.05 while the null hypothesis is can't be rejected. It simply said that there is no significant different score on students' English vocabulary after and before the implementation of Conditional Chain Games.

The researcher analyze the data use paired sample t-test as statistical test, so as prove whether there was significant score differences on the students' vocabulary before – after the implementation of Conditional Chain Game. The result can be seen bellow:

Table 4.6 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.54	37	10.378	1.706
	Posttest	77.19	37	9.469	1.557

Table above showed that pre-test score mean was 60.54 while the post-test score mean was 77.19. The total sample both pre-test - post-test was 37 students. Pre-test standard deviation was 10.378 also post-test was 9.469. Meanwhile, the pre-test standard error mean was 1.706 also post-test was 1.557. It concluded that pre-test score mean was different with post-test score mean; pre-test score mean was under post-test score mean ($60.54 < 77.19$). In another word, there was increasing score from pre-test to post-test or there was significant different score after the students were taught by Conditional Chain Game in increasing English vocabulary.

Table 4.7 Paired Samples 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 – posttest	-16.649	13.013	2.139	-20.987	-12.310	-7.782	36	.000

Based on the table of paired samples test, it presents both pre-test mean and post-test mean was 16.649. Standard deviation 13.013, standard error mean

2.139, lower difference 20.987 and upper difference 12.310, while t_{count} result 7.782, df result 36 and the significance was 0.000.

The procedure for testing the null hypothesis is carried out by comparing p-value with a standard significance level (0.05). It means that the level of *sig* must lower than 0.05 ($0.000 < 0.05$) to indicate if null hypothesis rejected and the alternative hypothesis accepted. Sig level shows this study is 0.000 so, there was a significant score differences on students' vocabulary before the implementation of Conditional Chain Game strategy also after the implementation of Conditional Chain Game strategy.

C. Discussion

The study objective based on the research finding is to find an effect of Conditional Chain game in teaching English vocabulary of the seventh graders junior high school at MTsN 7 Tulungagung academic 2018/2019.

This study arranged in three steps base on the research method. The first step was conducting pre-test. The aim of it is to know the students' English vocabulary score before the implementation of conditional chain game s. Second step was implementing the treatment or applying conditional chain game. The last step was conducting post-test. The aim of it is to collect the students' vocabulary score after the implementation of conditional chain game.

A significant difference score between pre-test - post-test showed on statistical computation result using t-test. The t-test result (7.782) compared by t-table with the freedom degree 36 which stated on hypothesis testing, the t-test

value higher than the t-table score for standard significant 0.05 is 2.028. Supported by paired samples test table which showed pre-test mean also post-test mean 16.649, standard deviation 13.013, standard error mean 2.139, lower difference 20.987 and upper difference 12.310 also t_{count} result was 7.782, df result 36 and significance 0.000 if returned to the hypothesis testing, H_a is accepted; there was significant differences among pre-test score and post-test score while H_0 is rejected. It concluded that the students' English vocabulary get good attainment after the implementation of conditional chain game. In other word, teaching students' English vocabulary by using conditional chain game is effective.

Based on the previous studies, chain game was effective in teaching vocabulary. The differences among these studies with previous study were the researcher used Chain Games toward Conditional Sentence type 1 on the students' English vocabulary at junior high school. The first is Yantis' research (2017) from UIN AR-RANIRY Darussalam – Banda Aceh. The result of her research revealed that word chain games can improve the students' vocabulary mastery. The second is Nikmahs' research (2010) from STAIN Tulungagung. The result of her research showed that chain word game can implemented on fourth grade trough students' vocabulary ability.

Meanwhile, the similarity between the present study and the previous ones is on the use of "Chain Game". Yet, there is differences in terms the type of the game. The present study implements Chain Games with Conditional Sentence type 1 on the students' English vocabulary on the seventh graders

junior high school and the previous studies were implements Word Chain Games on the students' vocabulary mastery for elementary school.

The use of suitable way in teaching and learning process is important. Teacher should determine a proper strategy in learning process. The strategy must be suitable with the learners' need and based on the situation analysis. In other word, teacher prosecuted to know the characters of his students. A strategy which is support teacher in teaching English and make the students more enjoy also feel controllable when follow up the learning process. Also the teachers have to be able build a positive emotion of the students in learning process. So that, conditional chain game as the alternative way in teaching intended to help teacher in teaching English process.

Besides make the student enjoy the learning process and make them easier learning English vocabulary, teaching vocabulary using conditional chain game strategy could increase the students' vocabulary score. The result of pre-test and post-test indicates that there was improvement score from the students after they were taught by using conditional chain game. Using appropriate strategy and technique in teaching a language was important point. Conditional chain game could help the students memorize any vocabulary and the meaning quickly and they also learn how to pronounce that vocabulary correctly.

From the explanation above, teaching English vocabulary by using conditional chain game strategy was effective in increasing vocabulary in junior high school. Data analyze result showed there is a significant different

score of students' English vocabulary before and after the implementation of Conditional Chain Game. In other word, the treatment that used by the researcher gave effect in students' English vocabulary. It also can be deduced that using conditional chain game in teaching English vocabulary for junior high school especially at MTsN 7 Tulungagung in the academic year 2018/2019 was effective.