

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter the researcher presents research finding and discussion. The research finding discuss about the result of data analysis and the result of hypothesis testing. The discussion section consists of discussion about the research finding.

A. Research Finding

1. Data Presentation

Data presentation was done to show the result of the research that has been carried out to the subject of the research. The subjects of the research were 39 students of the eighth grade students at MTsN Langkapan Srengat. The purpose of the research is to know the effectiveness of Jeopardy game to improve students' simple present tense achievement for the eighth grade students of MTsN Langkapan Srengat.

a. The Students' Score before being taught using Jeopardy Game.

The pre-test was given by asking students to do writing test where they should make descriptive paragraph based on certain picture which was given by the researcher. There were 39 students as respondent or subject. It was done before the treatment process by using Jeopardy game in teaching simple present tense. This test was intended to know the students' simple

present tense achievement before student got the treatment. The data of students' achievement in pre-test can be seen in the table 4.1, criteria of students' score table 4.2, the descriptive statistics of pre-test which consist of mean (table 4.3), the frequency of pre-test (table 4.4) and the percentage of score in pre-test (figure 4.1).

Table 4.1 The Students' Score in Pre-Test

No.	Name	Score
1.	AF	58
2.	AAAA	58
3.	ANF	52
4.	ANK	58
5.	AS	64
6.	AKC	64
7.	DAM	58
8.	DT	70
9.	DAK	64
10.	DANA	58
11.	EWS	58
12.	EFF	52
13.	FAA	70
14.	JFK	64
15.	JB	64
16.	KK	64
17.	MFS	64
18.	MAS	58
19.	MFA	52
20.	MHMCS	52
21.	MUS	52
22.	MEAN	64
23.	MHA	52
24.	NWN	76
25.	NP	64
26.	NK	52
27.	NH	70
28.	NNF	64
29.	RLS	46
30.	SIP	46

31.	SFR	46
32.	SEMS	70
33.	SAY	58
34.	SFS	52
35.	SNS	46
36.	S	64
37.	US	52
38.	SZA	58
39.	ASM	46

Table 4.2 Criteria of Students' Score

Score	Criteria
90 – 100	Excellent
80 – 89	Very Good
70 – 79	Good
60 – 69	Enough/Fair
50 – 59	Poor
0 – 49	Very poor

Table 4.3 Descriptive Statistics of Pre-test score

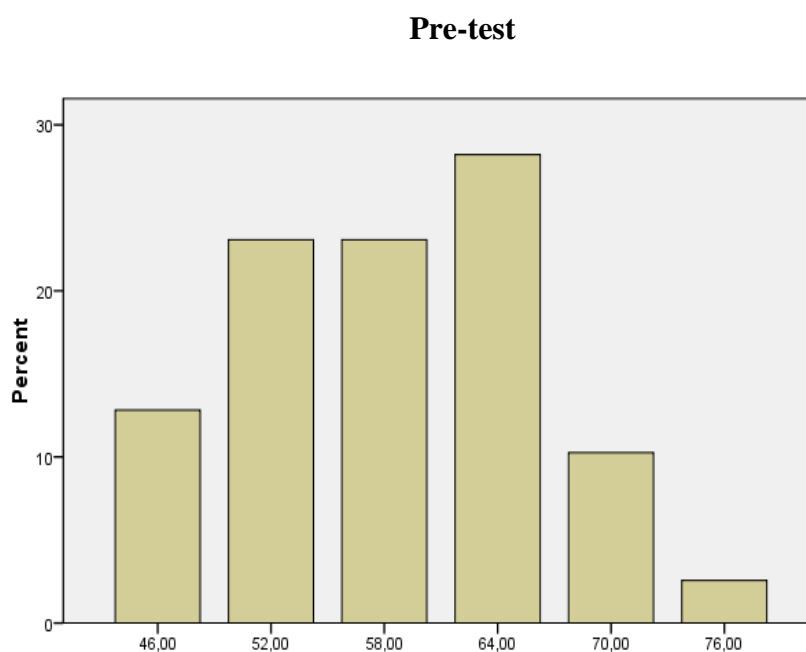
N	Valid	39
	Missing	0
Mean		58.4615
Median		58.0000
Mode		64.00
Std. Deviation		7.83328

Descriptive statistics is a statistic functioning to describe the condition of a certain group of people or a group of entities. Based on the table 4.3 above that consist of 39 students. It shown that mean score of pre-test is

58.4615, it means that the average of 39 students got score 58. Based on the criteria of students' score, 58 was included in poor score. Then, it was known that median score is 58; there is an equal score above and below the median. There are 16 data scores greater than this value and 14 data scores less than this value (see table 4.4). In this case the mode score is 64. Mode is simply that value which has the highest frequency. It means that the most frequent score is 64 which indicated that many students got enough score.

Table 4.4 Frequency of Pre-test score

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	5	12.8	12.8	12.8
	52	9	23.1	23.1	35.9
	58	9	23.1	23.1	59.0
	64	11	28.2	28.2	87.2
	70	4	10.3	10.3	97.4
	76	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Figure 4.1 The Percentage of Score in Pre-test

Based on the table 4.4 it can be seen that five students (12.8%) got score 46, it means that the students' ability in simple present tense of MTsN Langkapan Srengat is very poor. There were nine students (23.1%) who get score 52. It means they got poor score. Then nine students (23.1%) got score 58, it also means that they got poor score. There were eleven students (28.2%) who get score 64, it means they got enough score. There were four students (10.3%) who get score 70, it means that they got good score. One student (2.6%) got score 76, it also means that the student got good score in simple present tense..

b. Students' score after being taught using Jeopardy game.

After the students got a treatment (Jeopardy game), they were given a post-test. They were asked to do writing test where they should make descriptive paragraph based on certain picture which was given by the researcher. The level of difficulty was same with pre-test but the picture that they should describe was different. This pre-test was used to know whether the treatment gives effects towards students' simple present tense mastery. The data of students' achievement in post-test can be seen in the table 4.5, the descriptive statistics of posttest score which consist of mean (table 4.6), the frequency of posttest (table 4.7) and the percentage of score in post-test (figure 4.2) can be seen below:

Table 4.5 The Students' Score in Post-Test

No.	Name	Score
1.	AF	76
2.	AAAA	70
3.	ANF	86
4.	ANK	82
5.	AS	70
6.	AKC	76
7.	DAM	70
8.	DT	94
9.	DAK	88
10.	DANA	82
11.	EWS	88
12.	EFF	70
13.	FAA	94
14.	JFK	76
15.	JB	86
16.	KK	82
17.	MFS	82
18.	MAS	82

19.	MFA	76
20.	MHMCS	76
21.	MUS	76
22.	MEAN	70
23.	MHA	70
24.	NWN	94
25.	NP	76
26.	NK	72
27.	NH	94
28.	NNF	76
29.	RLS	70
30.	SIP	70
31.	SFR	70
32.	SEMS	76
33.	SAY	76
34.	SFS	82
35.	SNS	70
36.	S	94
37.	US	88
38.	SZA	70
39.	ASM	64

Table 4.6 Descriptive Statistics of Posttest Score

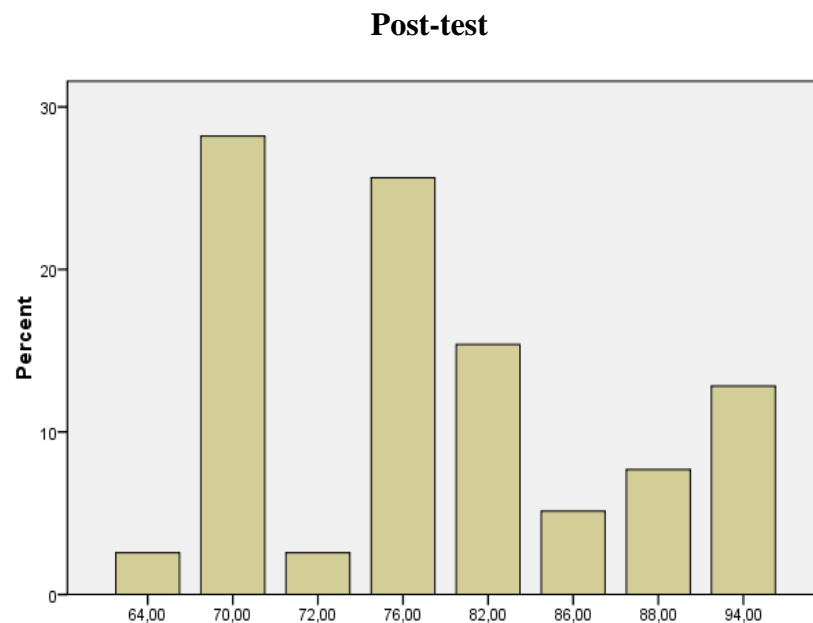
N	Valid	39
	Missing	0
Mean		78.5641
Median		76.0000
Mode		70.00
Std. Deviation		8.53413

Based on the table 4.6 above that consist of 39 students. It shown that mean score of post-test is 73.5641, it means that the average of 39 students got score 73. Based on the criteria of student score, 73 was included in good

score. Then, it was known that median score is 76; there is an equal score above and below the median. There are 16 data scores greater than this value and 13 data scores less than this value (see table 4.7). In this case the mode score is 70. Mode is simply that value which has the highest frequency. It means that the most frequent score is 70 which indicated that many students got good score.

Table 4.7 Frequency of Post-test Score

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	2.6	2.6	2.6
	70	11	28.2	28.2	30.8
	72	1	2.6	2.6	33.3
	76	10	25.6	25.6	59.0
	82	6	15.4	15.4	74.4
	86	2	5.1	5.1	79.5
	88	3	7.7	7.7	87.2
	94	5	12.8	12.8	100.0
	Total	39	100.0	100.0	

Figure 4.2 The Percentage of Score in Post-test

Based on the table 4.7 it can be seen that there is only one students (2.6 %) who got score 64, it means that there is only one students who get enough score. There were eleven students (28.2 %) who get score 70. It means they got good score. Then one student (2.6%) got score 72, it also means that they got good score. There were ten students (25.6%) who get score 76, it also means the student got good score. There were six students (15.4%) who get score 82, it means that the students got very good score. Two students (5.1%) got score 86; it also means that they got very good score. There were three students (7.7%) who get score 88, it also means that they got very good score. There were five students (12.8%) who get score 94, hence they were included in excellent criteria which means that they have been mastery simple present tense well.

B. Hypothesis Testing

The hypothesis testing of this study is stated as follow:

- a. When the significance level $<$ the standard level of significance 0.05, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. It means that there is a significant difference on students' achievement in simple present tense before and after using Jeopardy game.
- b. When the significance level $>$ the standard level of significance 0.05, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant difference on students' achievement in simple present tense before and after using Jeopardy game.

C. Data Analysis

After the researcher got the score of pre-test and post-test, the researcher analyzed the results by using Paired-Samples T-test at SPSS 16.0 for windows. It was intended to find out whether or not Jeopardy game gives effect on the eighth grade students' simple present tense mastery, which is by checking whether the significance level is bigger or smaller than the standard level of significance 0.05. The researcher showed the result of computation Paired-Samples T-test as follows:

Table 4.8 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	58.4615	39	7.83328	1.25433
	VAR00002	78.5641	39	8.53413	1.36655

As Table 4.8 shows, the mean of post-test scores (78.56) is larger than the mean of pre-test scores (58.46). It means that the students obtained better scores after receiving the treatment. So, it indicates that on average, the use of Jeopardy game has caused the improvement of students' scores. Despite the mean score of post-test was higher than the mean score of pre-test, it was necessary to find out whether the score differences were significant or not. This was done to verify whether the Jeopardy game was effective or not to teach simple present tense in Junior High School.

Table 4.9 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 - VAR00002	-2.01026E1	7.34057	1.17543	-22.48210	-17.72303	-17.102	38	.000

The way to test whether the null hypothesis could be rejected was by comparing the result of significance level (p-value) with the standard level of significance 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001). As Table 4.9 shows, the p-value is less than 0.05 ($0.000 < 0.05$) so that the null hypothesis

is rejected. The hypothesis clarifies Jeopardy game is a technique that effective to improve students' simple present tense mastery.

Hence, the conclusion is the alternative hypothesis (H_a) that states there is a significant difference on students' achievement in simple present tense before and after using Jeopardy game is accepted, while the null hypothesis (H_o) that states there is no significant difference on students' achievement in simple present tense before and after using Jeopardy game is rejected. It means that there was a significant different of students' achievement in simple present tense of the eighth grade students of MTsN Langkapan Srengat after being taught using Jeopardy game..

D. Discussion

Based on the research finding, it showed that the mean scores between pre test and post test is different. The students' score after being taught by using Jeopardy game was improved. It means that Jeopardy game gave effect on students' simple present tense achievement. It was proofed by the computation using paired sample t-test which shown that the significance level (0.000) smaller than the standard level of significance 0.05 ($0.000 < 0.05$). Hence, based on the hypothesis testing, null hypothesis was rejected. Thus, the finding mean that Jeopardy game gives significant effect to the students' simple present tense achievement. This game was effective in building up the students' simple present tense mastery and also the student's attitude and interest in learning. By using this game, the students were more interested and they more enjoyed the teaching and

learning process. In the other words, Jeopardy game could motivate the students in learning activities and improve students' understanding about the subject being taught.

Jeopardy game is an effective technique for teaching simple present tense. The word "effective" here means that Jeopardy game gives positive change in the teaching and learning process. Game should not be considered only as amusing activity in the process of language learning. But it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice. The Jeopardy used in this research became the method to facilitate the learning process by students. It is presented as a learning technique designed to make the classroom sessions into periods of game show fun using Jeopardy Game. Here Jeopardy game helps the students to mastery simple present tense in interesting and communicative way. This game provides the students with different grammar learning, the students do not asked to memorize the rule and make a single sentence like the traditional grammar teaching, but they are asked to use grammar for communicative purposes. The format that is provided by this game helps the students to learn grammar forms and structures in relation to meaning and use of it. Where they need to complete the specific communication tasks that is provided by this game. As stated by Larsen-Freeman (2001) in the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. The teacher therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.

Besides that, when the researcher use Jeopardy game in teaching simple present tense, the students more enjoy and active to participate in the teaching and learning process. They seem very interested and motivated in following the lesson. It was known from the students' enthusiasm to finish the tasks that were provided by this game as fast as they can. As stated by Ersoz (2000) that using games as teaching and learning strategy can expose the students' participation better and actively engage them in language learning. Play and competition that are provided by games enhance the motivation of the students and reduce their stress. This will help them to acquire certain essential language skills. Game is one of the teaching strategies which can help to create dynamic, motivating the classes. Similarly Lee Su Kim (1995: 35) states that the advantages of using games in the classroom is that the game can motivate and challenge students and also the students are encouraged by games to communicate and interact, and games are a good way of creating a meaningful context for language use.

In addition, Jeopardy game is one of the games that can be included in both co-operative and competitive game. That is why playing Jeopardy in the classroom was more interesting. In this game, the students raced to reach the higher point so that the students became active participate in the teaching and learning process since naturally they want to win the game. They also had a chance to cooperate with their friends to reach the goal of the game. As stated by Hadfield (1999: 5) that in co-operative game the learners will get opportunity to work together as a team to beat some elements in the game. Besides that,

competitive game can stimulate and encourage students to participate in the class since naturally they want to beat the other teams.

From the explanation above, it can be concluded that Jeopardy game is an effective technique in teaching simple present tense. Such as the previous research which have been done by Muthoharoh (2013) at the second year students of SMA Negeri 1 Jekulo Kudus. Her research was successes and shows a better result. So after seeing the result, the teacher can use this method as alternative way in teaching English. By using Jeopardy game the teaching learning process will run attractively. Hence, the class will more live because the students active to participate in the game so that they will not feel bored or sleepy. The Jeopardy format challenges the students to learn simple present tense in a different way; the students do not asked to memorize the simple present tense rules and make a single sentence just like in traditional teaching of grammar, but they can learn grammar in a communicative and interesting manner. It means that by using this game, the teacher can teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete in a fun and interesting manner.

Besides, the results of this study have several important implications as follows: Since the students think that grammar is difficult, a teacher must equip himself/herself with up-to-date techniques, methods, and media to teach the students. So, the result of this research can be valuable for language teachers at the level of junior high school. Beside that, this study introduced a new and different technique to facilitate students in learning grammar, where they do not

asked to memorize the rule and make a single sentence like the traditional grammar teaching, but they are asked to use grammar for communicative purposes; the students are asked to complete communication tasks which is provided by this game. In addition, this game also provide an opportunity for them to cooperate or work together with their friends. Beside that this game is also flexible in the term of subject matter. So the teachers can use this game for their class based on some certain learning objective even in the Elementary School, Junior High School or Senior High School level.