

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the findings and discussion of the research which include the description of data, the result of normality and homogeneity testing, hypothesis testing, and discussion.

A. The Description of Data

In this subchapter, the data of vocabulary mastery between students taught by using Scavenger Hunt Game and those taught by using conventional method were presented. There were two classes of students as the subject of this research. They were VII-D as the experimental class and VII-E as the control one. The purpose of this research was to know whether the using of Scavenger Hunt Game was effective as media to improve students' vocabulary mastery on the first-grade students of SMPN 1 Besuki Tulungagung. The data were collected from the students' score of post-test of the two classes. Then, the result of mean score from both classes were used as the comparison to determine whether using the Scavenger Hunt Game was effective.

1. The Data of Experimental Class

The data of research were gained from the result of vocabulary test in the form of multiple-choice questions which consisted of 25 test items. The students' score on post-test of the experimental class that consisted of 32 students could be seen on table below:

**Table 4.1 Students' Vocabulary Scores of Experimental Class
(Using the Scavenger Hunt Game)**

No.	Students' Name	Class	Score of Post-test
1	AAM	VII-D	60
2	AFD	VII-D	64
3	ANA	VII-D	84
4	AZR	VII-D	76
5	AHA	VII-D	84
6	AEA	VII-D	76
7	AD	VII-D	84
8	DAW	VII-D	72
9	EVS	VII-D	76
10	EDN	VII-D	84
11	FRP	VII-D	68
12	GT	VII-D	88
13	HA	VII-D	68
14	JAD	VII-D	80
15	KH	VII-D	68
16	LSA	VII-D	64
17	MRF	VII-D	72
18	MR	VII-D	80
19	NN	VII-D	92
20	NAW	VII-D	84
21	RLA	VII-D	76
22	RMA	VII-D	76
23	SN	VII-D	96
24	SO	VII-D	84
25	TAA	VII-D	68
26	TCC	VII-D	92
27	TFA	VII-D	56
28	TAK	VII-D	92
29	YRR	VII-D	88
30	YAF	VII-D	72
31	ZA	VII-D	76
32	ZIL	VII-D	88

As stated above, the table 4.1 presented the students' individual scores of vocabulary. However, the result of class score or class mean was used

instead of individual scores as the comparison. Thus, SPSS 24 for windows was used to know the class score in this post-test. The result of the class score of experimental class could be seen as follows:

Table 4.2 Descriptive Statistic Post-Test of Experimental Class

Statistics		
SCORE		
N	Valid	32
	Missing	0
Mean		77,75
Median		76,00
Mode		76 ^a
Std. Deviation		10,106
Minimum		56
Maximum		96
Sum		2488

Based on result of the table 4.2 above, it showed that the sum of data was 2488. The lowest score of post-test from the experimental class was 56 and the highest one was 96. The mean of data was 77.75.

2. The Data of Control Class

As what experimental class did, the data of research were gained from the result of vocabulary test in the form of multiple choice questions which consisted of 25 test items. The students' score on post-test of the control class that consisted of 31 students could be seen on table below:

Table 4.3 Students' Vocabulary Scores of Control Class (Without Using the Scavenger Hunt Game)

No.	Students' Name	Class	Score of Post-test
1	AS	VII-E	76
2	AMA	VII-E	68
3	AKS	VII-E	60
4	AF	VII-E	80
5	BOP	VII-E	72
6	DE	VII-E	64
7	DSB	VII-E	84
8	DAR	VII-E	84
9	DRE	VII-E	72
10	ERO	VII-E	92
11	EAM	VII-E	76
12	EPP	VII-E	64
13	FZA	VII-E	68
14	FIP	VII-E	52
15	HS	VII-E	40
16	ITR	VII-E	72
17	KBS	VII-E	76
18	MDA	VII-E	76
19	MSW	VII-E	64
20	MAY	VII-E	68
21	MIF	VII-E	72
22	MAA	VII-E	96
23	MFS	VII-E	44
24	MHM	VII-E	60
25	PDD	VII-E	72
26	RMF	VII-E	60
27	RA	VII-E	68
28	SM	VII-E	56
29	SNN	VII-E	88
30	TWS	VII-E	28
31	WAN	VII-E	64

The table above showed the students individual scores. Then, to get the class score of control one as the comparison, the researcher used SPSS 24 for windows. The result could be seen as follows:

Table 4.4 Descriptive Statistic Post-Test of Control Class

Statistics		
SCORE		
N	Valid	31
	Missing	1
Mean		68,26
Median		68,00
Mode		72
Std. Deviation		14,567
Minimum		28
Maximum		96
Sum		2116

Based on the result of post-test from the table 4.4 above, it showed that the sum of data was 2116. The lowest score of post-test from the control class was 28 and the highest one was 96. The mean of data was 68.26.

B. The Result of Normality and Homogeneity Testing

1. The Result of Normality Testing

Normality testing was used to decide whether the data obtained from the post-test was distributed normally. The researcher used *Kolmogorov Smirnov* test in SPSS 24 by the significant value (α) = 0.05. The result of normality testing was presented in the table 4.5 below:

Table 4.5 Normality Testing

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	GROUP	Statistic	df	Sig.	Statistic	df	Sig.
Score of Vocab	1	,138	32	,125	,971	32	,538
	2	,127	31	,200*	,960	31	,301

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

a. H_0 : Data were distributed normally

b. H_1 : Data were not distributed normally

According to the output of SPSS above it presented that the sig/p value of post-test from group 1 or called as experimental class was 0.125 and it was bigger than 0.05 ($0.125 > 0.05$). In addition, the sig/p value of post-test from group 2 or called as control class was 0.200 and it was bigger than 0.05 ($0.200 > 0.05$).

Thus, it could be concluded that H_0 was accepted and H_1 was rejected. It means that the data of both experimental and control class were distributed normally.

2. The Result of Homogeneity Testing

Homogeneity test was used to find out whether the data obtained have a homogeneous variance. The researcher used *Test of Homogeneity of Variances* with SPSS 24 with the significant value (α) = 0.05. The result was presented in the table below:

Table 4.6 Homogeneity Testing

Test of Homogeneity of Variances			
SCORE			
Levene Statistic	df1	df2	Sig.
1,250	1	61	,268

- a. H_0 : Data were homogeny
- b. H_1 : Data were not homogeny

The standard significant of education was 0.05 ($\alpha = 5\%$). The test was called homogeny if the significant value is bigger than 0.05. Based on the result of SPSS above it could be seen that the significant score was 0.268. It was bigger than 0.05 ($0.268 > 0.05$). It could be interpreted that H_0 was accepted and H_1 was rejected. Then, it could be concluded that the students have homogeny of variances.

C. Hypothesis Testing

The hypothesis of this research could be seen as follows:

1. H_0 (null hypothesis): There is no significant difference score of vocabulary between students taught by using Scavenger Hunt Game and those taught by using conventional method at the 7th grade of SMPN 1 Besuki Tulungagung.
2. H_1 (alternative hypothesis): There is significant difference score of vocabulary between students taught by using Scavenger Hunt Game and

those taught by using conventional method at 7th grade SMPN 1 Besuki Tulungagung.

The hypothesis testing of this research could be seen as follows:

1. If the significant value is less than 0.05, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted.
2. If the significant value is more than 0.05, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected.

The result of calculation should present whether H_0 is rejected meanwhile H_1 is accepted to find out whether there is any significant difference achievement of vocabulary between students taught by using Scavenger Hunt Game and those taught by using conventional method. Thus, SPSS for windows was used to analyze the data of this research. The result of calculation was presented on table 4.7 below:

Table 4.7 Descriptive Statistic of Post-Test in Two Groups

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	32	56	96	77,75	10,106
Control	31	28	96	68,26	14,567
Valid N (listwise)	31				

Based on the table 4.7 above, it presented that there were two classes involved in this research, they were experimental class and control class. The VII-D as the experimental class which consisted of 32 students showed that the mean of this class was 77.75 and the *Standard Deviation* was

10.106. Meanwhile the VII-E as the control class which consisted of 31 students showed that the mean of this class was 68.26 and the *Standard Deviation* was 14.567.

In addition, to see the effectiveness of Scavenger Hunt Game in vocabulary mastery, the researcher also used independent sample T-test. Then, it would be analyzed by using SPSS 24 for windows. The result of calculation was presented on table 4.8 below:

Table 4.8 Independent Sample T-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
SCORES	Equal variances assumed	1,250	,268	3,013	61	,004	9,492	3,150	3,193	15,791
	Equal variances not assumed			2,996	53,286	,004	9,492	3,168	3,138	15,845

The table above presented that the significant value (sig-2 tailed) was 0.004. Based on the hypothesis testing rules, if the significant value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. However, if the significant value is more than 0.05, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

As what could be seen on the table 4.8 that the significant value (sig-2 tailed) was 0.004 and it was smaller than 0.05 ($0.004 < 0.05$). It means that H_0 was rejected and H_1 was accepted. Therefore, it could be interpreted that there was significant difference score of vocabulary of students whom taught by using Scavenger Hunt Game and those taught by using

conventional method. In conclusion, Scavenger Hunt Game improved the students' vocabulary mastery.

D. Discussion

According to the research findings above, the students of VII-D as the experimental class whom were taught by using Scavenger Hunt Game resulted significant different scores of vocabulary than the control class. The mean of post-test score gained by experimental class was 77.75. Meanwhile, the students of VII-E as control class whom taught by using conventional method only gained 68.26 as the mean of their post-test score. There was significant difference score of vocabulary between the two classes. Thus, it could be concluded that the score of experimental class was higher than the score of control class.

From the research at SMPN 1 Besuki Tulungagung, the students of experimental class had a better achievement of vocabulary than the students of control class. Students of VII-D who learned vocabulary by using Scavenger Hunt Game resulted higher scores than the students of VII-E who learned vocabulary without using this game. Since the research used homogeneous selection to control external variables and the result of homogeneity testing on students' post-test in the previous chapter presented that students have homogenous ability on vocabulary mastery, it could be concluded that Scavenger Hunt Game was effective to improve students' vocabulary mastery and it was not influenced by external variable.

Scavenger Hunt Game was included in printed-based media where the students got a worksheet consisted of several rules and questions. It provided an activity for students to discover new things or vocabularies. In language learning especially vocabulary, this games could help students to feel that certain words are necessary and important, because the goal of the game could not be reached without those words. In this research, students discovered new vocabularies regarding to the name and number of animals, things, and public places around them. Through Scavenger Hunt Game, students were encouraged to interact with their environment and things around them. Game could create an enjoyable yet challenging atmosphere during the learning activity. Students had to use their creativity and imagination so that they were motivated to learn.

In addition, the finding of this research supported the findings of preceding researches. First, a research written by Sumiati (2015) described that the use of Scavenger Hunt Game influenced the students' behavior in the classroom. It made students enjoy in following vocabulary learning process which involved indoor and outdoor activities. The result of this research completed the results of research by Sumiati. It found and proved that this media was effective to improve students' vocabulary mastery.

Second, a research organized by Shaleha (2017) found that Scavenger Hunt Game was effective to develop students' reading ability in comprehending text. Furthermore, a research written by Aminuddin (2017) found that Scavenger Hunt Game was effective to solve students' practical

problem in speaking. The result of this research completed the finding of preceding researches. It stated that Scavenger Hunt Game was effective to improve vocabulary mastery as well. Therefore, Scavenger Hunt Game could be categorized as effective media used in language learning. It could be implemented not only to develop reading and speaking skills, but also to improve vocabulary mastery.

Furthermore, regarding to the problem or question formulated in this research, the result has already proved that there was significant difference score of vocabulary between students taught by using Scavenger Hunt Game and those taught by using conventional method. In conclusion, Scavenger Hunt Game succeeded in improving students' vocabulary mastery. It provided activities for students to interact with their environment by hunting certain things around them. This way could be implemented to create a context-based learning as well and help students to recognize the concrete things of what they learn. Thus, the implementation of Scavenger Hunt Game was suggested to teacher in using it as alternative media for teaching language especially vocabulary.