

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes about research findings and discussion that includes about the description of data, normality and homogeneity testing, data analysis and hypothesis testing, and discussion.

A. Description of Data

The description of data presented the research the research data from the students' vocabulary before and after being taught by Sugoroku English game. In this research, the researcher wanted to know the effectiveness of using Sugoroku English toward student's vocabulary mastery. The effectiveness showed from the significant different score of students' vocabulary before and after using Sugoroku English game. The presentation of data answered based on the formulated of research problems in chapter 1.

The researcher used test as the instrumen they were pre-test and post-test. There were 10 items vocabulary test in the form of crossword. The test was administered to eleventh grade students' at MA Darul Hikmah Mojokerto in academic year 2020/2021 that consist of 60 students.

First step was conducting pre-test order to measure the students' vocabulary mastery before implementation of Sugoroku English game. Than,the researcher implemented Sugoroku English game to the students. The researcher gave materials to the students, after that the researcher gave game

for the students to enhance their vocabulary mastery. During the treatment, the students looked enthusiastic and enjoyed the game. Then, the last step was conducting post-test which was aimed to measure the student vocabulary mastery after being applied using Sugoroku English game.

The following results of pre-test and post-test students of MA Darul Hikmah g XI IPS 1 and XI IPS 2 can be seen in tables 4.1 and 4.2 below :

Table 4.1 The Result of Pre-test and Post-test XI IPS 1

No	Name	Pre-test	Post-test
1	Azizah Ulya Yahdini	60	60
2	Dina Ainur Rofiah	60	70
3	Dina Ainur Rahma	70	70
4	Isfi Silmi Azzahra	70	70
5	Dwi Hartanti	70	80
6	Dewi Nur Ayu L	60	70
7	Maslakhatus Zakiyah	80	80
8	Hikmah Aisirul Ilmia	60	60
9	Indah Uzlifatul K	60	70
10	Saidatul Munadhifah	70	70
11	Putri Zahra R	70	70
12	Qurrotul Aini	70	80
13	Dewi Rani Hidayati	80	80
14	Niswatun Nadhiroh P	60	60
15	Aunika Rahma S	60	60
16	Yonanda Ayudia P	60	70
17	Luna Sonia Firda R	70	70
18	Tri Hapsari	70	70
19	Atiqatul Azizah	80	80

20	Antika Aisyah A	70	80
21	Siti Nabila Rafia A	70	80
22	Abidatul Lailiyah	70	70
23	Nayla Rahma	70	80
24	Fitriani Azzahra	60	70
25	Khoirun Nisa	70	70
26	Intisari Khalisa	60	70
27	Alfiyana Rosyidah	60	70
28	I' anah El Fikriyah	50	60
29	Alfi Mufidah	50	60
30	Nova Oktaviana	50	60

Tabel 4.2 The Result of Pre-test and Post-test XI IPS 2

No	Name	Pre-test	Post-test
1	Nurul Basyariyah	40	70
2	Khabibah Azzahra	50	80
3	Rima Nur Afifah	60	80
4	Aisyah Qurrota A'yun	60	90
5	Maulidiyah Azmi	60	80
6	Dhita Ayu Puspitasari	50	80
7	Anas Tasya S.Z	50	70
8	Ainun Nur Hasanah	60	80
9	Nurul Hafidho	60	80
10	Novi Nur Aprilia	40	90
11	Nazwa Khalisa S.E	50	80
12	Reynafi A.P	50	80

13	Aminatus Sa'diah R	60	80
14	Dwita Diapsari	60	90
15	Dhiva Luthfiyah Ilmi	60	70
16	Risa Gita Anggraini	50	80
17	Nayla Salsabila N.F	60	90
18	Siti Nur Aisyah	60	80
19	Hesti Rahma Astriana	50	90
20	Citra Kusuma Dewi	50	80
21	Zulvi Ani Defrita S	50	80
22	Siti Nur Azizah	50	80
23	Zulva Romadhona	50	80
24	Wanda Ardianti	50	80
25	Ummu Salamah F.Q	50	80
26	Zakiyah Sayyidah	60	90
27	Riska Mukarromah	60	90
28	Ariana Herawati	60	70
29	Mala Syafa'atul H	40	70
30	Syahnaz Musyarofah	60	70

From the pre-test and post-test, the researcher got scores from the students. The students' score of pre-test and post test then computed by using spss 22.00 versions.

The pre-test was followed by 30 students. The researcher allocated 30 minutes for conducting pre-test. It was done before treatment process using Sugoroku English game. This test was intended to know the basic competence of the students' vobulary mastery before giving treatment.

B. Normality and Homogeneity Testing

The testing of data here was the researcher tried both of normality and homogeneity of the data. Those analyses were used to determined the next step that was testing the hypothesis. The result of measuring both normality and homogeneity were presented below .

1. Normality

Normality testing aims to test whether a variable is used normally or abnormally. The data used for this normality test is the result score between the control class and experiment class. If *asymp.sig* > 0.05 then the data is normally distributed, if *asymp.sig* < 0.05 then the data is not normally distributed.

The following results of the calculation of normality test questions are presented in table 4.3 below:

Tabel 4.3 Normality Testing

One-Sample Kolmogorov-Smirnov Test			
		kelas_kontrol	kelas_eksperimen
N		30	30
Normal Parameters ^{a,b}	Mean	70,33	80,33
	Std. Deviation	7,184	6,687
Most Extreme Differences	Absolute	,252	,287
	Positive	,252	,287
	Negative	-,248	-,280
Test Statistic		,252	,287
Asymp. Sig. (2-tailed)		,505 ^c	,745 ^c

a. Test distribution is Normal.

Based on the table 4.3 above obtained the value of *asympt.sig* = 0.505 in the control class and 0.745 in the experiment class that means the class has a value *asympt.sig* > 0.05, this means normal distribution data at a significant level of 0.05.

2. Homogeneity

Homogeneity testing here aims to find out whether both samples used have homogeneous variants or not. If both samples have the same variant then the sample is declared a homogeneous sample and the researcher can conduct a hypothesis test. The decision-making criteria in homogeneity tests can be seen through significant value. If the significant value of > 0.05 then it can be concluded that both samples are homogeneous. In this homogeneity tests study, researcher used data from students' post-test scores in experimental class well as control class. The results of the homogeneity test are presented in table 4.4 below:

Tabel 4.4 Output Homogeneity Testing

Test of Homogeneity of Variances			
hasil_belajar			
Levene Statistic	df1	df2	Sig.
,261	1	58	,612

Based on table 4.4 presented above, it can be seen that the significant value of homogeneity tests that have been conducted is 0.612. based on the criteria that have been determined shows that $0.612 > 0.05$, so it can be concluded that the post-test scores of students of both samples, experimental class and control class are homogeneous.

C. Data Analysis and Hypothesis Testing

The hypothesis of this research examined the effectiveness of before and after using Sugoroku English game strategy in vocabulary mastery. The hypothesis which was examined in this research was as follows :

Ho : there is no significant difference of students score before and after being taught using Sugoroku English game.

Ha : there is significant difference of students' score before and after being taught using Sugoroku English game. Then, the computation was used to know the effectiveness of using Sugoroku English game in vocabulary mastery. The researcher used spss 22.0 using formula of independent samples test that presented in table 4.5 below:

Table 4.5 T-TEST

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil_belajar	IPS_1	30	70,33	7,184	1,312
	IPS_2	30	80,33	6,687	1,221

The hypothesis testing of this research is as follow :

1. If the score of $t_{count} > t_{table}$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Its means that there was significant difference in the vocabulary score of the students before they are taught by using Sugoroku English method and after they are taught by using Sugoroku English method.
2. If the score of $t_{count} < t_{table}$, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. It means that there was no significant difference in the vocabulary scores of the students before they are taught by using Sugoroku English method and after they are taught by using Sugoroku English method.

Based on Table 4.5, the output of paired sample test as inferential statistic showed that the mean score of post-test were (-10.000), standard error mean was (1,792), the lower difference was (-13,587) and the upper difference was (-6,413). The result of t_{count} was (5,581), the result of df was (58), and the significant was (0,000). The result of level of significance are :

- a. If $sig > 0,05$ the null hypothesis was not rejected
- b. If $sig < 0,05$ the null hypothesis was rejected

The score of sig is 0,000, is means that the level of significance was less than 0,05 ($0,000 < 0,05$). Thus, it can be concluded that the null hypothesis was rejected means there was significant difference in the vocabulary scores of the students before they

are taught by using Sugoroku English method and after they are taught by using Sugoroku English method.

D. Discussion

The objectives of the research were to find out the score vocabulary mastery of the students on eleventh grade at MA Darul Hikmah Mojokerto in the academic year of 2020/2021 before and after they were being taught by using Sugoroku English method and to find out whether there was significant different scores of students in vocabulary mastery before and after they were taught by using Sugoroku English.

According to Khusnia (2019) at MTs Al-Hikmah Diwek Jombang that showed there is significant differences after the students being taught using Sugoroku and was improved students vocabulary mastery. In addition by Khabibah (2018) at MTsN Megaluh Jombang showed that could significantly improve students' vocabulary mastery, and according Nandini (2013) at SMAN 8 Bandung showed that could significantly improve students' vocabulary mastery. So from this study the researcher found the results that after treatment using Sugoroku English method students look more enthusiastic, enjoy, active and find it easier to understand the new vocabulary.

There are some steps to reach the objectives of the research. The researcher have done this step in class XII IPS 1 as a control class through the pre-test stage then treatment using conventional methods and also ended post-test. Similarly, in

class XII IPS 2 as an experiment class also through the pre-test stage then treatment using Sugoroku English media and also ended with post-test.

The researcher used test as instrument of the research to get the data and the method to collect data was administering test. the researcher did some steps, there was administering pre-test, giving treatment, and post-test in second meetings in the class. The researcher get the data from the scores of pre-test and post-test. Then the data analyzed by using independent samples t-test on SPSS 22.00 that presented in this table below :

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil_belajar	IPS_1	30	70,33	7,184	1,312
	IPS_2	30	80,33	6,687	1,221

The output of paired sample statistic above showed that the mean score of post test of XI IPS 1 as control class was (70,33) and the the mean score of post-test of XI IPS 2 as experiment class was (80,33). It can be interpreted that the vocabulary mastery of the students had been improved after getting the treatment. On the output of paired sample test showed that the score of tcount was (5,581) with the df (58), the score of level significance was 0.000 and the score of Ttable for standard significant 0,05.

Based on the data, the researcher has known that the null hypothesis (Ho) was rejected, alternative hypothesis (Ha) was accepted and the level of significance

less than 0,05 ($0,000 < 0,05$) means the null hypothesis was rejected, alternative hypothesis was accepted. It means there was any significant difference of students in vocabulary mastery before they were taught by using Sugoroku English method and before they were taught by using Sugoroku English method.

Based the explanation above, proven that using Sugoroku English it is effective to improve students vocabulary mastery especially for the eleventh grade of MA Darul Hikmah Mojokerto. This finding was in line with the previous study which has been done by Luthfi Khusnia (2019) at MTs Al-Hikmah Diwek Jombang that showed there is significant differences after the students being taught using Sugoroku and was improved students vocabulary mastery. In addition by Khaibah (2018) at MTsN Megaluh Jombang showed that could significantly improve students' vocabulary mastery, and by Nandini (2013) at SMAN 8 Bandung showed that could significantly improve students' vocabulary mastery.

According to Munadi (2013:7) state that the use of media in learning can support the creation of a conducive learning environment where the recipient can conduct the learning process efficiently and effectively. It was proven that from the implementation of Sugoroku English which is a modification of the Japanese game and also one of the types of boardgame to students in the classroom has been successful so that students in the class seem active and interested in participating in the study of new english vocabulary. They also find it easier to memorize new vocabulary they learn. This indicate that Sugoroku English Method can be alternative method to help the teacher toward the students

vocabulary mastery to be more comfortable, conducive and students are also active in the classroom.

The researcher conducted that this study on teaching vocabulary mastery to eleventh grade students at MA Darul Hikmah Mojokerto the researcher found that Sugoroku English not only motivates students on vocabulary learning but also towards their vocabulary mastery. It proved that Sugoroku English effective in vocabulary teaching because it can help students learn new vocabulary in joyful.