

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents about the description of data, data analysis, hypothesis testing, and the discussion based on the results of the study.

#### **A. The Description of Data**

In this section, the researcher presents students' speaking skills before and after being taught using the Find Someone Who game. In the process of collecting data, researchers used the test as an instrument. Test given to all students of class VII B as one group. The test contains 5 questions that students must answer orally. Researchers analyzed the data in two tests, namely pre-test and post-test. The two tests were carried out in class VII B, which consisted of 31 students. Pre-test given before being taught by using Find Someone Who game and post-test given after being taught by using the Find Someone Who game.

The pre-test was held on Tuesday, June 13, 2023. The researcher gave 5 questions that students had to answer orally. The researcher gave instructions to the students to come forward and answer the questions asked. The questions given are about hobbies. Students are given 10-15 minutes to answer questions. If the student cannot answer the question then the question is skipped and continues to the next question.

After giving the pre-test, the researcher gave treatment to the students. The researcher provides treatment twice to students. First, the treatment was given on

Tuesday, June 13 2023 in class VII B. The researcher conducted a treatment by inviting students to play a game called Find Someone Who. This game requires students to communicate directly with their classmates which will help them improve their speaking skills. In practice, the researcher prepares several steps. First, the researcher distributed Find Someone Who sheets which contained 3 questions. After the Find Someone Who sheets were distributed, students listened to the researcher reading the rules of the game. There are 3 rules in this game, namely students must find someone who matches their characteristics and write their name in the name column. Then they move from one person to another to find information that is suitable for their duties. Each characteristic may only write one name in the name column. The questions from the Find Someone Who sheet are still related to the material being taught, namely Talking About Hobbies. After students complete their assignments, the researcher checks whether the information obtained by students is valid. Then, the second treatment was held on Wednesday June 14 2023. The steps for giving the treatment were the same from the first treatment to the second treatment.

Besides that, the post-test was carried out on Wednesday, June 14, 2023. The form and steps for the test are similar to the pre-test. The researcher invite students to come forward front of the class one by one. Then, the researcher gave several questions they must answer orally. There are 5 questions with topics around hobbies. Student's speaking scores are assessed based on a scoring rubric that covers several aspects of speaking. The aspects of speaking that are assessed in the rubric are pronunciation, grammar, vocabulary, fluency, and

comprehension. The researcher also sets performance standards which are divided into five categories; very poor, poor, average, good, and excellent. In table below will explain a scoring categorization.

**Table 4.1**

*Student's Score Category*

<b>Score</b>	<b>Criteria</b>
21-25	Excellent
16-20	Good
11-15	Average
6-10	Poor
0-5	Very Poor

In data categorization describe if those are some criteria shows in intervals score. While student get 21 up to 25 score they will be in excellent, 16 up to 20 score categorization is good, 11 until 15 is average score, 6 until 10 mean poor and teacher should be concern with student who get that score, and 5 below is very poor score from student. It especially for very poor score, teacher will give extra course for student who obtain that score.

The data were collected by administering test, pre-test and post test. Pretest and post-test applied in the class, the researcher gave oral test to students. The researcher obtained two kinds of data from pre-test and post-test. The scores from pre-test and post test as follows:

**Table 4.2***Student's Pre-test and Post-test Score*

<b>No</b>	<b>Subject</b>	<b>Pre-test (X)</b>	<b>Post-test (Y)</b>
1.	AA	11	17
2.	ADA	12	19
3.	AP	9	15
4.	AN	10	17
5.	BSB	10	15
6.	BY	13	17
7.	CK	11	17
8.	DAA	10	15
9.	DS	7	13
10.	DP	11	18
11.	EON	12	18
12.	GTR	11	17
13.	GP	10	15
14.	IW	12	18
15.	KS	11	18
16.	MAA	8	15
17.	MAM	10	18
18.	MIA	8	14
19.	ML	13	20
20.	NMN	11	18
21.	NAS	13	20
22.	PAS	14	21
23.	RMP	7	14
24.	RFP	11	18
25.	SR	11	19
26.	SA	9	15
27.	SL	11	16
28.	SYP	14	21
29.	TWR	8	14
30.	TR	7	15
31.	ZAN	11	19
<b>N = 31</b>		<b><math>\sum X = 331</math></b>	<b><math>\sum Y = 526</math></b>

Based on the table above, there are 31 students as a sample research. The tests were carried out by researchers before and after apply treatment to students

in the form of Find Someone Who game. There are some students who good experience development in their abilities which it shown in result from table data above. In pre-test there are some students who get a score below 20 and none students who reach excellent criteria. On table above especially post-test, they got increasing score after reasearcher did treatments in the classroom. It more detailed explanation will be discussed in pre-test and post-test analyzed from data collection in the research.

#### 1. Description of Proficiency of Students Before being Taught by Using Find Someone Who Game

In this section, the researcher presented the student's speaking ability before being taught using the Find Someone Who game. Data in the table 4.2 shows the students' scores obtained at pre-test and post-test. Pre-test data will be calculated using SPSS 26 version to find out descriptive statistics, frequency and interval categories of data resulting. In the presentation, the researcher presented and analyzed the data collected through the pre-test given to 31 students. Descriptive data which consists of the mean, median, mode, std. deviation, minimum and maximum scores.presented in the table below:

**Table 4.3**

*Descriptive Statistics of the pre-test scores*

#### **Statistics**

PRETEST

Valid	31
Missing	0
Mean	10,52

Median	11,00
Mode	11
Std. Deviation	1,947
Range	7
Minimum	7
Maximum	14

Table 4.3 calculated descriptive statistic from 31 students as participant in the classroom. The mean from data above was 10,52, it knowed that students average got score was 10,52 as pre-test score. Median of pre-test score was 11 and mode was 11. Student pre-test score had minimum and maximum scores, minimum score result was 7. It score mean in around poor category score and maximum score just got 14. Then standard deviation measure, student score standard deviation was 1,947.

Moreover researcher measure pretest score in frequency data, it will show at table 4.4 which had detail explanation about pretest score. That presented as follows:

**Table 4.4**

*Frequency Score of Pre-test*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	3	9,7	9,7
	8	3	9,7	19,4
	9	2	6,5	25,8
	10	5	16,1	41,9
	11	10	32,3	74,2
	12	3	9,7	83,9
	13	3	9,7	93,5
	14	2	6,5	100,0

Total	31	100,0	100,0
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As mentioned at the table 4.4 after data analyzed, it shows pre-test in frequency data that 3 students (9,7%) got 7 score, 3 students (9,7%) got 8, 2 students (6,5%) got 9, 5 student (16,1%) got 10, 10 students (32,3%) got 11, 3 students (9,7%) got 12, 3 students (9,7%) got 13, 2 students (6,5%) got 14. In frequency data some students who had more than 10 was 18 students only in the classroom.

The researcher also put pretest result in interval score, it was report all of students in pretest score. Students who have good and bad criteria will show at table 4.5 below. Interval score gave categorization form where researcher can be found comparison speaking skill from students.

**Table 4.5**

*Intervals Score of Pre-Test*

<b>Intervals</b>	<b>Frequency</b>	<b>Categorization</b>	<b>Percentage</b>
21-25	0	Excellent	0%
16-20	0	Good	0%
11-15	18	Average	58,2%
6-10	13	Poor	41,8%
0-5	0	Very Poor	0%

Table 4.5 shows the appropriateness of assessment interval in pre-test, some students got poor predicate. There are 18 (58,2%) who had average predicate and 13 (41,8%) students were poor predicate. The scores based on five

part of speaking such as pronunciation, grammar, vocabulary, fluently, comprehension. That can be seen many students are unable to speak sentences clearly. In this regard not surprising that they are still having confuse to speak because they are still hesitant to speak something correctly and it difficult to remember vocabularies for spontaneous speech.

## 2. Description of Proficiency of Students After being Taught by Using Find Someone Who

In this section, the researcher presents the results of the post-test after students are given treatment by using the game Find Someone Who. Students' data score in post- test can be seen in appendix. Descriptive statistic of post-test which analyzed mean, median and mode. Descriptive statistic will be counted by using SPSS 26 and show as follows:

**Table 4.6**

*Descriptive Statistics of the post-test scores*

### Statistics

POSTTEST	
Valid	31
Missing	0
Mean	16,97
Median	17,00
Mode	15
Std. Deviation	2,168
Range	8
Minimum	13
Maximum	21



The table above is the post-test scores obtained by students when after being given a treatment in the form of the game Find Someone Who. Based on the table, that is shows that student mean was 16,97 that nice score for student. Then result from minimum score was 13 and maximum score was 21. Median of the data was 17. Last analyzed from descriptive statistic is standard deviation score of the post-test based on table above was 2,168.

In the next measuring is frequency score from posttest. There was different result from pretest more detail researcher displayed it at table 4.7.

**Table 4.7**

*Frequency of Students' Post-test*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	3,2	3,2
	14	3	9,7	12,9
	15	7	22,6	35,5
	16	1	3,2	38,7
	17	5	16,1	54,8
	18	7	22,6	77,4
	19	3	9,7	87,1
	20	2	6,5	93,5
	21	2	6,5	100,0
	Total	31	100,0	100,0

After accepting treatments into the class, students have good improvement in speaking score. It seen from table 4.7 they were 1 students (3,2%) got 13 score, 3 students (9,7%) got 14, 7 students (22,6%) got 15, 1 student (3,2%) got 16, 5 students (16,1%) got 17, 7 students (22,6%) got 18, 3 students (9,7%) got 19, 2 students (6,5%) got 20, and 2 students (6,5%) got 21.

In table 4.8 below presented interval score from post test, based on the table there were several students had excellent categorization it was 11 students belonging to the average category, 18 students belonging to the good category, and 2 students included in the excellent category. It mean that students indicated different before they taught without using Find Someone Who Game.

**Table 4.8**

*Intervals Score of Pre-Test*

<b>Intervals</b>	<b>Frequency</b>	<b>Categorization</b>	<b>Percentage</b>
21-25	2	Excellent	6,5%
16-20	18	Good	58,1%
11-15	11	Average	35,4%
6-10	0	Poor	0%
0-5	0	Very Poor	0%

The result after getting treatments by using flashcard, students score increased significantly. Can be seen in interval above, the score had a good increasing who indicated an excellent predicate a half from students in the class got good and average, and none students get poor and very poor predicate. Comparing between pre-test and post-test, in pre-test there was who got  $\geq 10,56$  score (58,2%), while in post-test percentage of sample who got  $\geq 10,56$  increased by 100%. Moreover, pretest highest score only 14 and posttest highest score was 21, pretest lowest score is 7 and posttest lowest score was 13. This finding indicated that after using Flashcard, the students skill in speaking were increased by the progress of score showed from pre-test and post-test.

## B. Data Analysis

Data analysis was carried out to find out the different scores of each student in speaking skills before and after being taught using game Find Someone Who. The minimum and maximum score, mean and standard deviation from speaking pre-test and post-test showed on table 4.9 Descriptive Statistics of pre-test and post-test.

**Table 4.9**

*Descriptive Statistics Comparison of pre-test and post-test*

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	31	7	14	10,52	1,947
POSTTEST	31	13	21	16,97	2,168
Valid N (listwise)	31				

Table 4.9 showed mean of post-test scores (16,97) was higher than pre-test scores (10,52). It explained that using Flashcard made students score better than previous score in pretest, meanwhile pretest standard deviation was 1,947 and posttest standard deviation was 2,168. So, we can be concluded that score increased after being taught by using flash card toward students' speaking skill.

Further whether Find Someone Who Game was significant in students speaking skill, researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS Statistic 26.0. Two hypothesis mentioned previously at chapter 1 in this study there are (1) Null Hypothesis stating that there is no

significant difference in students speaking before and after using Find Someone Who Game and (2) Alternative Hypothesis stated that there is any significant difference score of students before and after being taught using Find Someone Who. Testing was done to know whether the null hypothesis could be rejected or not. Table 4.10 showed the result of the paired sample correlation.

**Table 4.10**

*Paired Samples Correlations*

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	31	0,368	0,041

The table of paired sample correlation above showed that the large correlation between samples, the numeral of both correlations was 0.368 and numeral significance was 0.041. The interpretation of probability achievement that was:

- a. If the probability  $> 0.050$ , so the null hypothesis ( $H_0$ ) is accepted.
- b. If the probability  $< 0.050$ , so the null hypothesis ( $H_0$ ) is rejected.

Significant numerical was 0.041 smaller than 0.050 ( $0.041 < 0.050$ ). It means that the Null Hypothesis ( $H_0$ ) was rejected. The researcher made decision there is any significant difference in speaking score of students before and after being taught by using Find Someone Who Game at seventh grade student at UPT SMPN 2 Kademangan. Moreover for detailed if there were any significance in finding can be seen Paired Sample Test.

**Table 4.11***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	PRE - POST	-6,29032	2,22401	0,39944	-7,10610	-5,47455	-15,748	30	0,000

The Table above showed the result of analysis using paired sample t-test. The mean pre-test and post-test was 6.29032, standard deviation was 2.22401, and mean standard error was 0.39944. The lower different was -7.10610, while the upper different was -5.47455. The result test  $t = -15.748$  with  $df$  30 and significance 0.000.

The table 4.11 showed Sig.(2-tailed) was less than 0.05 ( $0.000 < 0.05$ ). Thus, there was enough evidence indicating that the null hypothesis could be rejected. It could be concluded that using Find Someone Who Game was effective on the seventh grade students' speaking skill at UPT SMPN 2 Kademangan.

### **C. Hypothesis Testing**

Based on the calculation of the T-score and T-table, the hypothesis is formulated below:

- a. If the T-score is greater than the T-table (5%), the alternative hypothesis ( $H_a$ ) accepted and the null hypothesis ( $H_0$ ) is rejected. This means that there is a significant difference in teaching using the Find Someone Who game to the speaking skills of seventh grade students at UPT SMPN 2 Kademagan. It also means that there are differences in student scores before and after being taught by using Find Someone Who Game. So, the Find Someone Who game is accepted and effective for teaching speaking.
- b. If the T-score is smaller than the T-table (5%), the alternative hypothesis ( $H_a$ ) rejected and the null hypothesis ( $H_0$ ) is accepted. This means that there is no significant difference in teaching using the Find Someone Who game against speaking skills of seventh grade students at UPT SMPN 2 Kademangan. It also means that there is no difference in the scores of students before and after taught using the Find Someone Who game. So, Find Someone Who game is rejected and not effective for teaching speaking

Based on statistical calculations using SPSS 26.0, the researcher provide interpretation to significant value. The result of Sig. (2-tailed) or probability from data paired samples test was less than 0.05 ( $0.000 < 0.05$ ). In conclusion, the T-score is greater than the T-table. So, the alternative hypothesis ( $H_a$ ), states there is there is a significant difference between the scores of students before and after being taught by using the Find Someone Who game is accepted. While the null hypothesis ( $H_0$ ) states there is no significant difference between the scores of students before and after taught using Find Someone Who game is rejected. These finding mean that Find Someone Who game gives effect to the seventh grade

students in speaking skill. Thus, it can be concluded that Find Someone Who game is effectively used on the speaking skills of seventh grade students at UPT SMPN 2 Kademangan.

#### **D. Discussion**

From data analysis, the objective of this research is to find out the effectiveness of using the Find Someone Who game on the speaking skills of seventh grade students at UPT SMPN 2 Kademangan. To achieve research objectives, researchers conducted experimental research with one group pretest and posttest design. Based on research method, the research was conducted in three steps. The first step is the beginning research where the researcher wanted to know the student's speaking ability by conducting a pre-test to the students. The pre-test was carried out by giving 5 oral questions that students had to answer individually. Students must answer within 10-15 minutes. The second step is to give a treatment to the students. The treatment here is to teach speaking using the Find Someone Who game. Researchers invite students in a game that requires students to go around looking for someone who matches the characteristics given. This game will make students become active in communicating with their classmates. And the last step is the implementation of the post-test. Similar to the pre-test, the post-test is carried out by giving 5 oral questions containing questions about hobbies. the purpose of giving this post-test is to measure student's speaking ability before and after being given treatment.

Based on the research findings, it appears that there is a significant difference between the mean scores of the pre-test and post-test. Student grade point average before they were taught using the Find Someone Who game was 10.67. In addition, the average score of students after being taught by using the Find Someone Who game is 16.96. This means that the results of the post-test scores are higher than the results of the pre-test scores. Furthermore, based on the results of statistical calculations using the T-test, the results show that there is a significant difference in scores between pre-test and post-test achievements. That is the result of the T-test was 15,748. If the T-test is compared with the T-table with df 30 as stated in hypothesis testing, T-test 15,748 higher from T-table 2042. Therefore, based on hypothesis testing,  $H_a$  is accepted and  $H_0$  is rejected, the theory is proven. This means that Find Someone Who is effective to use in teaching speaking.

According to Smaldino et.al. (2008:30) the benefit of using games in the classroom is that games are an effective way to attract student's attention to learn a particular topic or skill. In addition, students also quickly learn something through play. So it can also be said that using games to teach speaking can make students interested. Even so, the teacher must also choose the right way of playing to teach speaking to students so that learning becomes effective and learning objectives are achieved.

Find Someone Who game is a game that is suitable for teaching speaking in the classroom. Wright et.al (2006:16) state that Find Who is a type of game that makes language students ask and answer questions to get information about their



peers. This game helps students to actively talk with their classmates by asking and answering. This game requires students to find information to complete the characteristics. In this way students learn to improve their speaking skills by mastering several aspects of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension.

The suggested from previous study indicate that the use of Find Someone Who Game is effective for teaching speaking. The first study is “Teaching The Present Perfect Tense by Using Game (Find Someone Who) A Classrom Action Reseach at VIII Grade Students of MTs Soebobo Mantofani Jombang Ciputat” by Hayat (2011). The finding of this research showed that there was improvement on the students’ comprehension of the present perfect tense. It can be seen from the mean score of pretest was 32.4. Then, the mean score of posttest cycle 1 was 64.3 and the mean score of posttest cycle 2 was 71.8.

The second study is “The Effectiveness of Find Someone Who Game Toward Student’s Speaking Skill (A Pre-experimental Study of First Grade Students of Cunilary Departement at SMK Negeri 3 Tangerang)” by Sari (2014). The result of the study showed that there was improvement of students speaking skill after being taught using Find Someone Who game. Most of students speaking score in post-test were better than their score in the pre-test. The students’ mean score from pre-test was 47.36 whereas their mean score in post-test was 59.32. By comparing the results of this study with the two previous studies, it can be concluded that there is a significant effect of using Find Someone Who on the results of the pre-test and post-test. Similar to the two

studies, this study also showed an increase in students' speaking scores after being given treatment.

Before students were taught using Find Someone Who they looked worried and hesitated to make mistakes when speaking using English. Their lack of confidence makes their intonation and pronunciation less clear. They also lack in vocabulary. The results of this can be seen in student pre-test scores. After getting the treatment, the students became more excited and motivated to speak. They looked so excited and confident in giving answers. They try to express the idea when asked about hobbies They can practice and improve their speaking skills without obstacle. As a result, the student's test score is in the speaking aspect after being taught using the Find Someone Who game is better than during the pre-test.

From the explanation above, the application of the Find Someone Who game in the teaching and learning process has a positive impact on students because they can learn to speak easily and relaxed without burden. This can be done because with fun learning, information can be understood properly. The description above implies that the game provides a fun situation and eliminates boredom in class so that they can learn better. As a result, they can improve speaking skills through the implementation of the game.