CHAPTER IV

FINDING AND DISCUSSION

This chapter presents three topics related to research findings. These are the description of data (a), hypothesis testing (b), and discussion (c).

A. The Description of Data

In this research, the researcher wants to know the effectiveness of using matching game towards student's grammar achievement in simple past tense. The effectiveness can be seen from the significant difference scores of the student's grammar achievement before and after being taught by using matching game. The presentation of data is also to answer the research problems presented in chapter I.

To investigate the student's grammar achievement in simple past tense before and after being taught by using matching game, the researcher conducted pretest and posttest in a group of sample consisted of 25 students in eighth grade. After getting the data, the researcher analyzed the data by using *paired sample t-test* though SPSS 16.0 to find out the significant difference scores of students' grammar achievement before and after being taught by using matching game. Mentioned below is the presentation of data in this research.

1. **Students' Grammar Scores Before Being Taught by Using Matching Game**

In this section, the researcher presents the students' grammar scores before being taught by using matching game. It was called pretest score. The pretest was done before a treatment process that was teaching grammar by using matching game was being conducted. The pretest was given to student to know their basic competence and earlier knowledge before got the treatment. Table 4.1 shows the students' scores resulted from the pretest. The students' names were identified based on the initial name of student.

Table 4.1 Students' Grammar Scores Before Being Taught by Using Matching Game

No.	Students	Pretest Score
1.	ABK	24
2.	ASY	28
3.	AUH	40
4.	BSKM	28
5.	DN	32
6.	EUM	32
7.	HTH	40
8.	LRZ	24
9.	LNA	32
10.	MLDN	64
11.	MRAF	60
12.	MH	52
13.	MMH	44
14.	MAA	52
15.	MRF	44
16.	MRF	48

Continued

No.	Students	Pretest Score
1.	MZK	32
2.	NAF	36
3.	PIA	48
4.	RA	28
5.	RD	48
6.	SKF	60
7.	SAAC	56
8.	UKN	32
9.	YR	44

The pretest was followed by 25 students of the eighth grade that was taken sample. The researcher allocated 45 minutes for administered. The pretest contained 25 questions in multiple choices. It was administered on Thursday, February 11st 2016.

2. Students' Grammar Scores After Being Taught by Using Matching Game

In this section, the researcher presents the students' grammar scores after being taught by using matching game. It was called posttest score. The posttest administered after giving a treatment by using matching game. The posttest was given to student to know their grammar scores after getting the treatment. Table 4.2 shows the students' scores resulted from the posttest.

Table 4.2 Students' Grammar Scores After Being Taught by Using

Matching Game

No.	Students	Posttest Score
1.	ABK	60
2.	ASY	80
3.	AUH	80
4.	BSKM	76
5.	DN	76
6.	EUM	76
7.	HTH	60
8.	LRZ	48
9.	LNA	72
10.	MLDN	80
11.	MRAF	68
12.	MH	68
13.	MMH	72
14.	MAA	52
15.	MRF	68
16.	MRF	76
17.	MZK	68
18.	NAF	84
19.	PIA	84
20.	RA	84
21.	RD	64
22.	SKF	56
23.	SAAC	76
24.	UKN	80
25.	YR	64

The posttest was followed by 25 students of the eighth grade that was taken sample. The researcher allocated 45 minutes for administered. The posttest contained 25 questions in multiple choices. It was administered on Monday, February 29th 2016.

3. **The Significant Difference Scores Before and After Being Taught By Using Matching Game.**

   After getting the data, the researcher needs to find out the differences of pretest and posttest scores to know the effectiveness of using matching game towards students' grammar achievement. Then, the researcher analyzed the descriptive statistics of the scores by using SPSS 16.0. Table 4.3 shows the resulted of descriptive scores.

Table 4.3 The Descriptive Statistics of Students' Pretest and Posttest Scores

Descriptive Statistics

	N	Min.	Max.	Sum	Mean	Std. Deviation
Pretest	25	24	64	1028	41.12	11.917
Posttest	25	48	84	1772	70.88	10.101
Valid N (listwise)	25					

From the table 4.3, it seen that the lowest score of pretest was 24 and the highest score was 64. Whereas, the lowest score of posttest was 64 and the highest score of posttest were 84. Besides, the mean of pretest score was 41.12 smaller than the mean of posttest score was 71 ($41.12 < 71$). It could be was interpreted that there was improvement of student's grammar score after being taught by using matching game. But, the researcher can't conclude that matching game was effective to teach students grammar achievement.

Because of it, the researcher needs to calculate the data by using *paired sample t-test* through SPSS 16.0 to find out the significant difference scores before and after being taught by using matching game. The researcher analyzed the data to test the effectiveness of the use of matching game towards grammar achievement in simple past tense by using *paired sample t-test* through SPSS 16.0. The table 4.4 and table 4.5 shows outputs of analyzed *paired sample t-test* were as follows.

Table 4.4 Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	41.12	25	11.917	2.383
	Posttest	70.88	25	10.101	2.020

The presentation of data in table 4.4 is the performance of students' grammar scores before and after being taught by using matching game. The total number of the students *(N)* both in pretest and posttest is 25. The mean of pretest is 41.12 and the mean of posttest is 71.

As stated earlier, the pretest was done to know the students' basic competence and earlier knowledge before treatment was being conducted, while the posttest was done after conducting the treatment process to know whether there are significant difference scores before and after getting the treatment. It means that there is any improvement from pretest to posttest. By looking at the mean of posttest is higher than the mean of pretest (71 >

41.12), it can be concluded that there is significant difference between the pretest and posttest. From the both means, table 4.5 shows the significant difference of both scores more clearly.

Table 4.5 Paired Samples of T – Test

Paired Samples Test

		Paired Differences						
			Std. Devia-tion	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Devia-tion	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – posttest	-29.760	16.251	3.250	-36.468	-23.052	-9.156	24	.000

From the presentation of data in table 4.5, the result of *t – count* is 9.16 with degree freedom *(df)* = 24 and significance value (Sig. 2-tailed) 0.000. Then, the *df* 24 was gained to *t-table* score in significance level 5% (0.05) and the result is 2.064. Based on the statistical analysis using *t-test*, it shows that *t-table* = 2.064 and *t-count* is 9.16, it means that *t-count* higher than *t-table (t-count > t-table)*

B. Hypothesis testing

The hypothesis testing of this research are stated as follows:

1. If the score of *t-count* is higher than *t-table (t-count > t-table)* in *df* = 24 with significance level 0.05 and significance value lower than 0.05

(significance value < 0.05). The null hypothesis (H_o) is rejected. It means that there is any significant difference on the student's grammar achievement in simple past tense before and after being taught by using matching game of the eighth grade at MTs Manba'ul 'Ulum Buntaran Rejotangan Tulungagung.

2. If the value of *t-count* is lower than t-table (*t-count < t-table*) in *df =* 24 with significance level 0.05 and significance value higher than 0.05 (significance value > 0.05). The null hypothesis (H_o) is accepted. It means that there is no any significant difference on the student's grammar achievement in simple past tense before and after being taught by using matching game of the eighth grade at MTs Manba'ul 'Ulum Buntaran Rejotangan Tulungagung

Based on the output of *paired sample t-test* on table 4.5, the significance value was 0.000, the value of *t-count* was 9.16, and the value of *t-table* in *df =* 24 was 2.064. As stated earlier, if *t-count* is higher than *t-table (t-count > t-table)* and the significance value is lower than significance level (0.000 < 0.05), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Because of the data in table 4.5, the researcher concluded that the *t-count* is higher than *t-table* (9.16 > 2.064) and the significance value is lower than significance level (0.000 < 0.05). It could be conclude that H_0 was rejected and the alternative hypothesis (H_a) was accepted. It means that there

was any significant difference on the students' grammar achievement in simple past tense before and after being taught by using matching game in the eighth grade at Mts Manba'ul 'Ulum Buntaran Rejotangan Tulungagung. Therefore, matching game was effective and it was suggested to be used to teach grammar, especially in the eighth grade at MTs Manba'ul U'lum Buntaran Rejotangan Tulungagung.

C. Discussion

From the data analysis, the objective of this research is to know if there is an effect applying matching game in teaching grammar of the eighth grade at MTs Manba'ul U'lum Buntaran Rejotangan in academic year 2015/ 2016. In order to gain the research problems were stated in Chapter I, the researcher conducted an experiment in pretest and posttest design. The procedures done during teaching and learning process were divided into three steps. The first step was administering a pretest. It was conducted to know the students' basic competence and earlier knowledge before got the treatment. The next step was applying matching game in teaching grammar. The grammar material chosen by researcher was simple past tense. The treatment was done in three meetings. The last step was giving posttest. In the posttest, the students were given a test to know their grammar scores after they were treat by using matching game.

After the steps were conducted, the researcher got data in pretest and posttest scores. Next, the researcher analyzed them by using *paired sample t-*

test through SPSS 16.0. The researcher analyzed the descriptive statistics of both pretest and posttest score. The mean of pretest was 41.12, and the mean of posttest was 71. It showed that mean of pretest score was lower than mean of posttest score (41.12 < 71).

In the table 4.5, the results showed that *t-count* of data was 9.16. Then, the researcher compared score of *t-count* to the score of *t-table* with *df* 24 at the significance level of 5% (0.05). After compared to *t-table*, the researcher found *t-table* was 2.064. It was known that *t-count* was higher than *t-table* (9.16 > 2.064).

Because *t-count* was higher than *t-table*, so the alternative hypothesis was accepted and the null hypothesis was rejected. It means that there was differences grammar score between before and after being taught by using matching game of the eighth grade at MTs Manba'ul U'lum Buntaran Rejotangan Tulungagung. Based on explanation above, there was a significant effect of using matching game towards students' achievement in simple past tense.

Regarding the result of data analysis above, it is strongly related to some advantages served by matching game. According to Arisa (2010), the matching game gave students the real data of a chronological action and it makes the grammar lesson more enjoyable and fun for students. Whereas, Oviella (2014) find out that a match game gave positive effect in students to writing procedure text. Students can't be bored and they are happier in writing lesson. The application of matching game in teaching grammar also benefited.

Larsen-Freeman (1991: 49) stated that "drills should be used in a meaningful and purposeful way". It means that teaching grammar is effective when it is taught in a fun activity. One ways to teach grammar in a fun way is by using game like matching game as one kind of games.

During the research using matching game in teaching grammar, the researcher found that the student were enthusiastic in grammar class when matching game was done. It showed that using matching game increased students' motivation to study English especially grammar. In line with this, Aydan Ersoz (2000) states that games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and it used to practice many types of communication.

Based on the previous statement that game can be used to practice many types of communication, the researcher also found that student build good communication with their friend. The rule of matching game is they found the couple of verb in the sentence with interact each other. It showed that matching can create good communication by interact each other. It was agree with Siaw-Fong Chung (2010) that when playing the game, students practice forms unconsciously by way of communication. A successful communicative activity helps to generate the target language unconsciously but at the same time made student enjoy what they are doing and it is more active classroom activity.

Student's motivation and good communication with another friend made students active in the class. During the research, the researcher found

student more active to speak and asked question to the teacher, game made student challenging to be winner in the game. Thus, they were active and hard effort in studying grammar. Wright (2006:1) stated that "Effort is required at every moment and must be maintained over a long period of time". Games help and encourage many learners to sustain their interests and work.

In addition, the students' interests in studying grammar by using game made them understand the material easily especially in simple past tense. They remember the rule of simple past tense without the forces of teacher. It was in agreement with Hadfield (2003) stated that "games are to be used to and remember grammatical rules and patterns. They are designed as fun activities to help lighten the load of grammar learning". In Hadfield's book also classified into intermediate learners that suitable with the eighth grade at MTs Manba'ul Ulum as the sample of this research.

All in all, the advantages above implied that using matching game gave positive effects towards students' grammar achievement. It had been proven by the result of data analysis that showed there was significant difference on the students' grammar achievement in simple past tense before and after being taught by using matching game. The researcher concluded that using matching game was effective towards students' grammar achievement and it suggested to be used in teaching grammar, especially in the eighth grade at MTs Manba'ul 'Ulum Buntaran Rejotangan Tulungagung