

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents three topics related to research finding that are the description of data, hypothesis of data, hypothesis testing and discussion.

A. Finding

1. Data presentation

In this research, the researcher wants to know the Effectiveness of Alphabet Race Games Technique toward students' vocabulary achievement of seventh grade at MTs Wahid Hasyim Setinggal in academic year 2015/2016. The sample of the study consisted of 20 students.

The data were collected through administering test. The first test was pre-test done before the treatment applied to the students. The purpose was to know the students' vocabulary achievement before being taught the treatment using Alphabet Race Game Technique.

After administering the pre-test, the researcher gave treatment to the students by using Alphabet Race Game Technique. During the treatment, students felt enjoy and enthusiastic to play the game. When treatment was finished, the researcher administered posttest to know the students' vocabulary achievement after being taught by using Alphabet Race Game Technique.

1) Data Presentations of the Students' vocabulary achievement before being Taught by Using Alphabet Race Game Technique.

In the Pre-test, the students must be answer twenty five items in four different kinds of test formats. The first kind was filling the blank consist ten items. The second was rearrange the words consisted of five items. The third was multiple-choice consist of five items. And the last was matching the sentence consist five items. The numbers of students who took the Pre-test were 17 students. The highest score in pre-test was 78 and the lowest score was 50. The test was done before treatment process by using Alphabet Race Game Technique. The student's score in both pre-test and post-test were presented in the following tables:

Table 3.5 The Students' Score before being taught using Alphabet Race Game Technique (Pre-Test)

No	Students	Score of pre test
1	Sh	60
2	Hj	54
3	Kk	60
4	Sm	60
5	Jv	64
6	Vh	60
7	Ab	70
8	Ah	60
9	Kd	56
10	Ms	70
11	Lk	74
12	Mb	78
13	Aa	50

14	Di	70
15	Mff	68
16	Sa	60
17	Zr	70

From the presentation of the results of pre test, the students' score could be categorized into the following table of criteria students' score based on the KKM at MTs Wahid Hasyim Setinggil.

Table 4.1 Table of Criteria Students' Score

	Interval Class	Criteria
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Enough/ Fair
4.	50-59	Poor
5.	0-49	Bad/ Low

The students' score above then were computed by using SPSS. The result was shown in the Table 4.1 below:

Tabel 4.2. Descriptive Statistic of Pre-Test Statistics

Pre-test

N	Valid	17
	Missing	0
Mean		63.7647
Median		60.0000
Mode		60.00
Std. Deviation		7.54594

Based on the Table 4.2 the mean score of 17 students were 63.76 According to the table of criteria the mean laid at good qualification. Meanwhile, the median score were 60.00. Finally, the most frequent score were 60.00 as the mode. The frequency of the students' score were presented in the following table below.

Table 4.3. Frequency of Pre-Test

Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	5.9	5.9	5.9
54	1	5.9	5.9	11.8
56	1	5.9	5.9	17.6
60	6	35.3	35.3	52.9
64	1	5.9	5.9	58.8
68	1	5.9	5.9	64.7
70	4	23.5	23.5	88.2
74	1	5.9	5.9	94.1
78	1	5.9	5.9	100.0
Total	17	100.0	100.0	

From the Table 4.3, if it was suited with the criteria of students' score, it was found that students who got score 50,54,56 it means that on the students' vocabulary achievement was poor. Students' who got score 60,64,68, it showed the students' vocabulary achievement was fair. Students' who got score 70,74,78, it showed the students' vocabulary achievement was good.

2) Data Presentations of the Students' Vocabulary Achievement after being Taught by Using Alphabet Race Game Technique.

After give a treatment using Alphabet Race Game Technique, the researcher gave the students' a post test. The test was different from the pretest but both of them had the same level and have the same format items. The first kind was filling the blank consist ten items. The second was rearrange the words consisted of five items. The third was multiple-choice consist of five items. And the last was matching the sentence consist five items. The numbers of students' who took the Pre-test were 17 students. The high score in post-test was 88 and the lowest score was 64. The student's score in both pre-test and post-test were presented in the following tables:

Table 4.4. The Students' Score after being taught using Alphabet Race Game Technique (Post-test)

No	Students	Score of post-test
1	Sh	68
2	Hj	64
3	Kk	72
4	Sm	68
5	Jv	72
6	Vh	70
7	Ab	84

8	Ah	68
9	Kd	68
10	Ms	88
11	Lk	82
12	Mb	86
13	Aa	64
14	Di	80
15	Mff	76
16	Sa	70
17	Zr	78

The students' score above then were computed by using SPSS. The result was shown in the Table 4.4 below

Tabel 4.5. Descriptive Statistic of Post-Test Statistics

Pos-test		
N	Valid	17
	Missing	0
Mean		74.0000
Median		72.0000
Mode		68.00
Std. Deviation		7.68115

Based on the Table 4.5 the mean score of 17 students were 74.00 According to the table of criteria the mean laid at very good qualification. Meanwhile, the median score were 72.00. Finally, the mode frequent score were 68.00 as the

mode. The frequency of the students' score were presented in the following table below

Table 4.6. Frequency of Post-Test

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	11.8	11.8	11.8
	68	4	23.5	23.5	35.3
	70	2	11.8	11.8	47.1
	72	2	11.8	11.8	58.8
	76	1	5.9	5.9	64.7
	78	1	5.9	5.9	70.6
	80	1	5.9	5.9	76.5
	82	1	5.9	5.9	82.4
	84	1	5.9	5.9	88.2
	86	1	5.9	5.9	94.1
	88	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

From the Table 4.6. if it was suited with the criteria of students' score, it was found that students' who got score 64,68 it showed the students' vocabulary achievement was fair. Students' who got score 70,72,76,78 it showed the students' vocabulary achievement was good. Students' who got score 80,82,84,86,88 it showed the students' vocabulary achievement was very good.

The Result of Students' vocabulary achievement Before and After being taught Alphabet Race Game Technique could be seen in the following table.

3) Data Presentations of the Students' Vocabulary Achievement before and after being Taught by Using Alphabet Race Game Technique.

The numbers of students who took the pre-test and post-test were 17 students. In the pre-test, the highest score was 78 and the lowest score was 50. The mean score of 17 students were 63.76. In the post-test, the highest score was 88 and the lowest score was 64. The mean score of 17 students were 74.00.the result of students' vocabulary achievement before and after being taught Alphabet Race game technique was shown in the table 4.7 below

Table 4.7. The Result of Students' vocabulary achievement Before and After being taught Alphabet Race Game Technique

No	Students	Score of pre-test	Score of post-test
1	Sh	60	68
2	Hj	54	64
3	Kk	60	72
4	Sm	60	68
5	Jv	64	72
6	Vh	60	70
7	Ab	70	84
8	Ah	60	68
9	Kd	56	68
10	Ms	70	88
11	Lk	74	82
12	Mb	78	86
13	Aa	50	64
14	Di	70	80
15	Mff	68	76
16	Sa	60	70
17	Zr	70	78

From the descriptions above, there was different score between before and after being taught by using Alphabet Race Game Technique and there are 17 students' as the sample.

The researcher use statistical test with paired sample t-test stated by SPSS 16.00 to know whether Alphabet Race Game Technique is effective for the students' vocabulary achievement,

Table 4.8 Paired Sample Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	63.7647	17	7.54594	1.83016
	Post-test	74.0000	17	7.68115	1.86295

The table above showed that the mean score of pre-test was 63.764 N for the pre-test 17, Meanwhile, standard deviation for pretest was (7.545). Mean standard error for pretest was (1.830). Thus, the mean score of post-test was 74.000, N for the post-test 17, Meanwhile, standard deviation for pretest was (7.681). Mean standard error for post-test was (1.862).

Table 4.9. Paired Sample Correlation**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	17	.927	.000

The table showed that paired sample correlation between samples, the numeral of both correlation was (0.927) and numeral significance was (0.000).

Table 4.10. Paired Sample Test**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-test – Post-test	-1.023531	2.90537	.70466	11.72910	-8.74149	-14.525	16	.000

The Table above showed the result of analysis using T-test. The mean pre-test and post-test was (-1.023), standard deviation was (2.905), mean standard error was 0.704). The lower different was (-11.729), while the upper different was (-8.741). The result test t = (-14.525) with df 16 and significance (2-tailed) 0.000.

B. Hypothesis Testing

The hypothesis testing of this study was as follows:

1. If the significant value $<$ significant level (0.05), the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that there is difference score to the students before and after being taught by using Alphabet Race Game technique. The different shows that is any significant.
2. If the significant value $>$ significant level (0.05), the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no difference score of the students before and after being taught by using Alphabet Race Game technique. That, there is no significant different.

Based on statistical calculation using SPSS 16.0, it could be seen that the significant value of the research is 0.000, significance level 0.05, and the T-test was 14.525, the T-table 2.120 the degree of freedom (df) 16. In conclusion, T-test is greater than T-table. It means, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, the alternative hypothesis (H_a) says that Alphabet Race Game technique is accepted and effective used on the students' vocabulary achievement in seventh grade of MTs Wahid HasyimSetinggil in academic year 2015/2016.

C. Discussion

Based on the description of the data, the data shows that T-test bigger than T-table ($14.525 > 2.120$). It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It can be seen from the mean score of pre-test 63.76 and the mean score of post-test was 74.00. The mean score showed that post-test was better than pre-test. From the result above, it can be conclude that the students got good achievement in mastering vocabulary after being taught using Alphabet Race Game Technique. So there is significant difference score of the students' between before and after being taught using Alphabet Race Game Technique.

Based on the result above, teaching vocabulary by using Alphabet Race Game technique helps students in learning of new words as well as increase students familiarity with them in terms of meaning. Using Alphabet Race Game Technique in learning vocabularies make the students' are easy to understand the material and make they enjoy and more active. So, Alphabet Race Game technique is alternative for the students in learning English especially in vocabulary.

. The activity using games makes the students are easy to understand the material. Hadfield (1998:4) Games can be the media to teach vocabulary to young learners, and using games can make young learners to attracted to learn vocabulary. It means, using games is alternative technique to teach vocabulary for young learners. According to Ghada sari in Rohani (2013:1) lists several main

advantages when games are used in the classroom, including: *first*, Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. *Second*, Games usually involve friendly competition, and they deep learners interested. *Third*, Games are highly motivating and they give students more opportunity to express their opinions, idea and feelings. *Fourth*, Vocabulary games bring real word context into the classroom. In summary, games are useful and effective tools that should be applied in vocabulary classes.

From the explanation above, using Alphabet Race Game Technique in teaching and learning process gives a positive effect on the students' achievement because they can study vocabulary easily and relax without any burden, they can study vocabulary easily, more interested and active, because the students' they are taught to work together with their friends. it could be seen in the treatment process. They work together to achieve the goal and they can increase them vocabulary through the implementation of the technique. The description above implies that the game offer fun situation for the learner, so that they can learn better.