

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focusses on presenting the result of data analysis. Four main topics will be discussed in this part are the description of data, data analysis, hypothesis testing and discussion.

A. The Description of Data

In this section, the researcher presents the students' vocabulary mastery before and after by using Chinese Whispers game. The researcher uses test as the instrument of this research. The forms of tests were multiple choice test and matching test. The researcher analyzed data through two kinds of tests, they were pretest and posttest. The pretest was given before teaching vocabulary by using Chinese Whispers game and the posttest given after teaching vocabulary by using Chinese Whispers game. The test was given to the VII B class. The researcher uses one group to compare two data, so the researcher chooses t-test formula to compare pretest and posttest.

1. Description of Students Competence before being taught by Using Chinese Whispers Game.

In this section the researcher showed the students' vocabulary before being taught by using Chinese Whispers game. The researcher analyzed data through pretest got from 26 students in class VII B. The descriptions were presented in the following table:

Table 4.1. The Students' Score before being taught by using Chinese Whispers Game.

No.	Name	Score of Pretest
1	ACG	84
2	CSP	72
3	DAF	80
4	D	56
5	ENR	80
6	ERL	68
7	FCS	60
8	FPA	72
9	IWA	84
10	LBS	72
11	LTD	80
12	ML	72
13	MRF	88
14	MFR	84
15	MNS	76
16	NCR	72
17	NIS	64
18	PB	68
19	RDS	68
20	RIB	60
21	SSA	76
22	SA	64
23	WRD	76
24	YTS	88
25	YAR	68
26	YP	68
		$\Sigma x = 1900$

Pretest was administered on February, 17th 2016 before giving treatment by using Chinese Whispers game. The tests given were 30 questions included multiple choice test and matching test. The table 4.1 showed that from 26 students there are 10 students got score under 70 (passing score/KKM) and 16

students got more than 70. It concluded that 10 students were not passed the pretest.

2. Description of Students Competence after being taught by Using Chinese Whispers Game.

In this section the researcher showed the students' vocabulary after being taught by using Chinese Whispers game. The descriptions were presented in the following table:

Table 4.2. The Students' Score after being taught by using Chinese Whispers Game.

No.	Name	Score of Posttest
1	ACG	92
2	CSP	96
3	DAF	92
4	D	64
5	ENR	100
6	ERL	84
7	FCS	92
8	FPA	92
9	IWA	84
10	LBS	92
11	LTD	96
12	ML	92
13	MRF	96
14	MFR	100
15	MNS	100
16	NCR	92
17	NIS	96
18	PB	84
19	RDS	92
20	RIB	96
21	SSA	92
22	SA	100
23	WRD	88
24	YTS	80

25	YAR	92
26	YP	88
		$\Sigma x = 2372$

Posttest was administered on February, 25th 2016 after giving treatment by using Chinese Whispers game. The tests given were 30 questions included multiple choice test and matching test. The table 4.2 showed that was 1 student got scores under 70.

B. Data Analysis

Data analysis was done to know the different score before given treatment and after given treatment. It includes the number of subject (N), score of pretest (X), the total score of pretest (ΣX), score of posttest (Y), the total score of posttest (ΣY), searched the gain ("D" posttest-pretest), the total score of gain (ΣD) and (D^2). The researcher showed table to identifying mean and t-test as follow:

Table 4.3 The List of Student's Improvement Before and After being taught by using Chinese Whispers Game

No.	Name	Pretest (X)	Posttest (Y)	D (Y-X)	D ²
1	ACG	84	92	8	64
2	CSP	72	96	24	576
3	DAF	80	92	16	256
4	D	56	64	8	64
5	ENR	80	100	20	400
6	ERL	68	84	16	256
7	FCS	60	92	22	484
8	FPA	72	92	20	400
9	IWA	84	84	0	0
10	LBS	72	92	20	400
11	LTD	80	96	16	256
12	ML	72	92	20	400

13	MRF	88	96	8	64
14	MFR	84	100	16	256
15	MNS	76	100	24	576
16	NCR	72	92	20	400
17	NIS	64	96	32	1024
18	PB	68	84	16	256
19	RDS	68	92	24	576
20	RIB	60	96	36	1296
21	SSA	76	92	16	256
22	SA	64	100	36	1296
23	WRD	76	88	12	144
24	YTS	88	80	-8	-64
25	YAR	68	92	24	576
26	YP	68	88	20	400
	N = 26	$\Sigma X = 1900$	$\Sigma Y = 2372$	$\Sigma D = 466$	$\Sigma D^2 = 10612$

a. Identify Mean

From the table above, the mean of student's score can be found by applying the following formula:

$$MD = \frac{\Sigma D}{N} = \frac{466}{26} = 17,9230769$$

Mean from X and Y:

$$MD X = \frac{\Sigma X}{N} = \frac{1900}{26} = 73,0769231$$

$$MD Y = \frac{\Sigma Y}{N} = \frac{2372}{26} = 91,2307692$$

b. Identifying T-score

Meanwhile, to find the t-score based on the data above, the computation is done by using the following formula:

$$t = \frac{MD}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$\begin{aligned}
&= \frac{17,9230769}{\sqrt{\frac{10.621 - \frac{(466)^2}{26}}{26(26-1)}}} \\
&= \frac{17,9230769}{\sqrt{\frac{10.612 - \frac{217.156}{26}}{26(25)}}} \\
&= \frac{17,9230769}{\sqrt{\frac{10.612 - 8.352,15385}{650}}} \\
&= \frac{17,9230769}{\sqrt{\frac{2.259,84615}{650}}} \\
&= \frac{17,9230769}{\sqrt{3,47668638}} \\
&= \frac{17,9230769}{1,829663531} \\
&= 9,79583218
\end{aligned}$$

c. Degree of Freedom

$$\begin{aligned}
F &= N-1 \\
&= 26-1 \\
&= 25
\end{aligned}$$

The results above were the same when the researcher used SPSS

16.00 as shown below:

Table 4.4 Finding the T-Table by Using SPSS 16.00

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	73.0769	26	8.73120	1.71233
	VAR00002	91.2308	26	7.67493	1.50518

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VAR00001 & VAR00002	26	.233	.253

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	VAR00001 - VAR00002	-1.81538E1	10.19683	1.99976	-22.27244	-14.03526	-9.078	25	.000

C. Hypothesis Testing

The degree of freedom from computation above is 25 and the result in 5% significant level is 2.060. The computation above shows that the result of T-test is 9,078. To compare whether it is significant or not, the researcher uses T-table. It is known from T-table with significant level 5% and degree freedom 25 is 2.060, meanwhile the T-test is 9,078. In conclusion, T-test is greater than T-table ($9,078 > 2.060$). Previously from research hypothesis in chapter 1 define that were the alternative hypothesis (H_1), saying that there is significant difference between students' vocabulary mastery before taught by using Chinese Whispers game and after taught by using Chinese Whispers game and the null hypothesis (H_0), saying that there is no significant difference between students' vocabulary mastery before

taught by using Chinese Whispers game and after taught by using Chinese Whispers game. By known level significant 5% or ($9,078 > 2.060$) it means that there is significant difference between students' vocabulary mastery before taught by using Chinese Whispers game and after taught by using Chinese Whispers game in VII B grades of SMPN 2 Sumbergempol Tulungagung in academic year 2015/2016. So, alternative hypothesis (H_1) is accepted.

D. Discussion

From the data analysis, the objective of this study is to know the effectiveness of Chinese Whispers game toward students' vocabulary mastery of seventh grade at SMPN 2 Sumbergempol in the academic year 2015/2016.

Based on research design in chapter III in this research, the researcher conducted an experiment study with pre-test and post-test design. This research was done during when the researcher finishing three steps. First step was the researcher held the pre-test by giving test without given Chinese Whispers game. It is used to know the students' ability before they get the treatment. The mean of students' score before being taught by using Chinese Whispers game was 73,07. The second step was given treatment to the same students. In this section the researcher held twice treatments. The treatment here was teaching vocabulary by using Chinese Whispers game. The researcher divided students into three groups of 26 students. Each group consists of 8-9 students. The teacher whispers a sentence by showing the picture clue to leader of group. Leader of group whispers to member what she/he heard by showing the picture clue. Tail of group wrote

what she/he heard in the piece of paper, then adhere in the blackboard. The winner and the right answer were known from discussion after the game was done. The students' look interested with the picture clue and enthusiastic to whispers the right answer to the member and know what they fault in discussion section. After the students got the treatment, they filled happy and active to learn English vocabulary. The last step was the researcher held the post-test by giving vocabulary test after given treatment. It is used to know the student's vocabulary mastery after being taught by using Chinese Whispers game. The mean of students' score results of posttest was 91,23.

After all the activities above, the researcher compute there is significant difference of students' score or not between pre-test and post-test by using t-test formula. The result of T-test is 9,078. While, with significant level 5% and degree of freedom 25 is 2.060. By comparing the T-test that the researcher have got in calculation (9,078) and the value of T-table (0.05 = 2.060) it is known that T-test higher that T-table ($9,078 > 2.060$). Therefore based on the hypothesis testing, the alternative hypothesis H_1 is accepted and the null hypothesis H_0 is rejected. It means that there is significant effect between students' vocabulary mastery before taught using Chinese Whispers game and after taught using Chinese Whispers game.

The result of the study was considered with the theory of the effectiveness of using game in teaching vocabulary. The students are motivated during playing the game. It looked when they were enthusiasm to whisper the right answer to the next member by really listening what the member of group previously whispered.

It was same with the theory of Huyen in Cahyono and Kusumaningrum (2003:121) the students are highly motivated by the variations of the game. Other theory, Nurhajati and Wicaksono in Cahyono and Mukminatien (2011: 41) stated that using games in language class gives many advantages. First, games make the class fun. During the game, the students looked fun. By having fun, they were easy to get the materials because they did not feel under pressure. Second, playing a game has a purpose to it, an outcome. The students feeling fun during playing the game, insensibly students play the game besides learning. They got the material that setting by the researcher previously. So, the researcher got the purpose besides the students play the game. For the last, the students get to use the language all the time during the games. The students get many repetitions. In fact, repetition is the basic skill, but it boring for the students. However, by the game students cannot get bored in learning process although getting repetition, it looked the material of this game previously delivered by the teacher just repeated because some of students had not got the purpose yet, but they looked fun because the material delivered by the game.

The implementation of Chinese Whispers game in teaching and learning process is interesting and motivate the students, because they can study vocabulary easily, enjoy and without under pressure. It looked when they play the game, they were enthusiasm to whisper the right answer, they felt fun, and understand the right answer in discussion section and enthusiasm to write in their book what they got because they felt suppressed.