

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data findings of the research, covering description data, hypothesis testing, and discussion.

A. The Description of the Data

As mentioned previously, the researcher wanted to know whether there as different score between the students before and after taught by using Born to the Shop Game. In this research, the researcher did a pre-experimental research about the effectiveness of Born to the Shop game toward student's vocabulary of first grade at SMPN 2 Sumbergempol, Tulungagung in the academic year 2015/2016. The researcher involved A class consisted 26 students. The data were collected through administering test. The first test was pretest done before the treatment applied to the students. The purpose was to know the students' vocabulary ability before being the treatment. The result of pretest showed that their vocabulary mastery was poor.

After administering the pretest, the researcher gave treatment to the students by using Born to the Shop Game. During the treatment, the students enjoyed learning and they were enthusiastic to play the game. After the treatment was finished, the researcher administered posttest to know the students' ability of

vocabulary after being taught by using Born to the Shop Game. Apparently, the result of the posttest showed that the students' vocabulary mastery improved significantly.

1. Students' Vocabulary Achievement before being taught by Using Born to the Shop Game.

In the pretest was done before giving the treatment on Monday, 25 April 2016 the students must answer twenty five items; the test kind is filling in the blank. The numbers of students who took the pretest were 26 students. The student's vocabulary achievement in pretest was presented in Table 4.1 below;

Table 4.1 The Students' Achievement before being taught by using Born to the Shop Game

(Pre-Test)

No.	Student	Pretest
1.	AAR	64
2.	AKA	12
3.	AS	52
4.	AP	68
5.	ADS	56
6.	AS	68
7.	ATW	64
8.	DRS	16
9.	DAS	56
10.	DMF	68
11.	ESP	44

12.	EJ	44
13.	HS	12
14.	MS	68
15.	MIF	60
16.	NK	72
17.	RMN	64
18.	RSA	64
19.	RME	60
20.	SLS	64
21.	SP	12
22.	SAA	44
23.	SW	68
24.	SF	12
25.	WBP	12
26.	YS	48

Table 4.2 One-Sample Statistics

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	26	48.9231	21.74198	4.26395

Table 4.3 One-Sample Test

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PRETEST	11.474	25	.000	48.92308	40.1413	57.7049

The highest score in pretest was 72 and the lowest score was 12. There are 25 students under passing score and 1 students up passing score. Then, the mean of pretest was 48.92. The passing score is 70. This test was intended to know the students' vocabulary achievement before students got treatment.

2. Students' Vocabulary Achievement after being taught by using Born to the Shop Game

After being given a treatment using Born to the Shop Game, the students were given a posttest on Wednesday, 4 May 2016. The test was same with the pretest. The kind was filling the blank. The numbers of the students who took the posttest were 26 students. The test was intended to know the students' vocabulary achievement in posttest was presented in the table below:

Table 4.4 The Students' Achievement after being taught by using Born to the Shop Game

(Post-Test)

No.	Student	Posttest
1.	AAR	72
2.	AKA	76
3.	AS	84
4.	AP	96
5.	ADS	68
6.	AS	92
7.	ATW	72
8.	DRS	88
9.	DAS	88
10.	DMF	84

11.	ESP	60
12.	EJ	68
13.	HS	80
14.	MS	92
15.	MIF	80
16.	NK	96
17.	RMN	76
18.	RSA	88
19.	RME	64
20.	SLS	72
21.	SP	60
22.	SAA	80
23.	SW	92
24.	SF	72
25.	WBP	64
26.	YS	60

Table 4.5 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
POSTTEST	26	77.8462	11.55056	2.26525

Table 4.6 One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
POSTTEST	34.365	25	.000	77.84615	73.1808	82.5115

The highest score in posttest was 96 and the lowest score was 60. There are 6 students under passing score and 19 students up passing score. Then, the mean of pretest was 77.84. The passing score is 70. This test was intended to know the students' vocabulary achievement after students get treatment.

3. The Result of Pretest and Posttest of One Group Experimental

The table of both pretest and posttest of one group experimental were presented as below:

Table 4.7 The result of pretest and posttest of one group experimental

No.	Student	Pretest (x)	Posttest (y)
1.	AAR	64	72
2.	AKA	12	76
3.	AS	52	84
4.	AP	68	96
5.	ADS	56	68
6.	AS	68	92
7.	ATW	64	72
8.	DRS	16	88
9.	DAS	56	88
10.	DMF	68	84
11.	ESP	44	60
12.	EJ	44	68
13.	HS	8	80
14.	MS	68	92
15.	MIF	60	80
16.	NK	72	96
17.	RMN	64	76
18.	RSA	64	88
19.	RME	60	64

20.	SLS	64	72
21.	SP	12	60
22.	SAA	44	80
23.	SW	68	92
24.	SF	12	72
25.	WBP	12	64
26.	YS	48	60

Based on the table above, there were 26 students as the sample of the research. The test was conducted by the researcher before and after implementing Born to the Shop Game.

The researcher used statistical test with paired sample t-test stated by SPSS 16.00 to convince of pretest and posttest of the effectiveness of using Born to the Shop Game on the students' vocabulary achievement. This result is as follows:

Table 4.8 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	48.9231	26	21.74198	4.26395
	POST	77.8462	26	11.55056	2.26525

The table above showed that the mean score of pretest was 48.92, while N for cell there were 26. Meanwhile, standard deviation for pretest was (21.74). Mean standard error for pretest was (4.263).

Thus, the mean score of posttest was 77.84, while N for cell there were 26. Meanwhile, standard deviation for pretest was (11.55). Mean standard error for pretest was (2.265).

Table 4.9 Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	PRE & POST	26	.419	.033

The table of paired sample correlation above showed that the large correlation between samples, the numeral of both correlations was (0.419) and numeral significance was (0.033).

Table 4.10 Paired Sample 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	-2.89231E1	19.89758	3.90224	-36.95988	-20.88627	-7.412	25	.000

The Table 4.6 above showed the result of analysis using T-test. The mean pre-test and post-test was (2.8923), standard deviation was (19.89), mean standard error was (3.902). The lower different was (-36.95), while the upper different was (-20.886). The result test $t = (-7,412)$ with df 25 and significance 0.000.

B. Hypothesis Testing

Based on statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. The significant value of the research was 0.033, significant level 0.05 and the result of T-test is 7.412. To compare whether it is significant or not, the researcher uses T-table. It can be seen that “t” with significant level 0.05 is 0.033, meanwhile the T-score is 7.412. In conclusion, T-score is greater than T-table. So, the alternative hypothesis (H_a), saying that there is significant difference between students' score before and after being taught by using Born to the Shop Game is accepted and the null hypothesis (H_0) saying that there is no significant difference between students' score before and after being taught by using Born to the Shop Game is rejected. Thus, it can be concluded that the Born to the Shop Game is effective used on the students' vocabulary achievement in seventh grade of SMPN 2 Sumbergempol.

C. Discussion

The objective of this study is to know the effectiveness of Born to the Shop Game toward students' vocabulary at seventh grade of SMPN 2 Sumbergempol. In order to gain the objectives of the study, the researcher conducts an experiment study with a pretest and posttest design. Based on the research method, the study was done into three steps. First step was preliminary study where the researcher wants to know the students' vocabulary ability by administering a pretest. In the pretest, some of the students' ability still under passing score. The mean of pretest was 48.92. The second step was giving a treatment to the students. The treatment here was teaching vocabulary by using Born to the Shop Game. The researcher divided students into five groups. Each group consists of 5-6 students. During getting the treatment, the students are enthusiastic to study vocabulary. All of the students were interested to produce words by using Born to the Shop Game. The researcher did the treatment three times. The last was administering posttest. In the posttest, the students were given a test to know their vocabulary mastery after they were treated by using Born to the Shop Game. In the posttest, students' ability was increased. Many students got score up passing score. The mean of posttest was 77.84. So, this means that the students' mean score improves up to 28.92 point.

As it was previously stated that the T-test was used to check the significant different in scores achieved by one group. The data analysis shows that t_{count} bigger than t_{table} ($7,412 > 2,056$). It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It shows that there was significant

different score of the students' between before and after being taught using Born to the Shop Game in teaching vocabulary. Based on the hypothesis testing, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Thus, the finding indicated that the use of the Born to the Shop Game gives significant effect on the students' vocabulary achievement. The Born to the Shop Game can improve students' vocabulary mastery.

The result of the study was in line with the theory of the effectiveness of using game in teaching vocabulary. To help the students in learning process, the researcher must use a method. According to Henrich, Mollenda and Russell (1982:7) methods are the procedures of instruction that are selected to help learners achieve the objectives or to internalize the content or message. There are eight methods described here are applicable to learners of all ages. They are presentation, demonstration, drill and practice, tutorial, gaming, simulation, discovery, and problem solving. By playing a game, it can make students interest. According to Hadfield in Cahyono & Mukminatien (2011:40) a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game functions to interest the learning process. Games make the class fun. By giving fun experience it will attract and motivated to know more about the new vocabularies they learn. The activity using the game makes the students are easy to understand the material. In addition, this activity invites the students to be active and creative. Active here means that the students participate in studying of English and they feel fun. Meanwhile, creative here means that the students practice in arranging letter into word.

From the explanation above, the implementation of Born to the Shop Game in teaching and learning process gives a positive effect on the students' achievement, because they can study vocabulary easily and relax without any burden. It can be done because by fun learning, information can be understood and maintained well. The description above implies that the game offer fun situation for the learner, so that they can learn better. Consequently, they can improve the vocabulary through the implementation of the game.