

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher provided findings and the result of analyzing the data. Therefore, this chapter focuses on the description of data, the result of the quantitative data, hypothesis testing and discussion.

A. The Description of Data

The researcher presented the student's achievement taught by using alphabet soup game and taught without alphabet soup game. Then, the researcher presented and analyzed the data through two test; they were pre test and post test. Those test conducted to 44 students from C class of seventh grade of the MTsN Bandung as the experimental group and also as the control group.

In the first meeting, the researcher conducted a pre test of writing descriptive text to 44 students from C class of seventh grade of the MTsN Bandung as the experimental group and also as the control group. Then, the researcher found that the student's achievement still can not gets maximum score yet in writing skill from the result of pre test score.

From the result above, there are some reasons which made the achievement of the students were still low. It is possible that one of the reason is from the teacher, the development of teaching strategy from the teacher are lack then it is need to the teacher to develop the material from

the textbook based on the student's interest and also teachers are able to use media to motivate and support in learning activity. The next reason is the student's motivation in learning English was still low in English subject especially for writing skill.

Thus, the researcher offered free writing in the form of alphabet soup game to motivate and make the English subject especially in writing skill is more interesting. This way gives a chance to the students in generate their ideas and write freely and continuity by game with their friend based on the theme that is gotten from the words that was found from alphabet soup game.

In the processing of giving treatment of this study, the researcher divided the students into eleven group. Each group consist of four students. All of them taught by using alphabet soup game. Here, the collected data of the pre test and post test were described in the form of table below.

B. The Result of the Quantitative Data

In this section the researcher discussed the quantitative data and is included the tables of the pre test and post test score and the calculation of using *paired sample t-test*. The students at VII C consist of 44 students. It required 60 minutes to administer the pre test and post test. The scores involved five aspects of writing tested.

1. Pre Test

The table below showed the student's score of pre-test in writing descriptive text. The pre-test was administered for 44 students in VII C class taken as sample. The students are coded in to initial name. The scores based on the five aspects in writing, there are : content, organization, vocabulary, grammar and mechanic. The data are presented in the following table:

Table 4.1 Pre test score

No .	Subject	Composition					Total	Score	Category
		C	O	V	G	M			
1	AZS	4	4	3	3	4	18	72	Good
2	ARW	3	2	2	1	2	10	40	Poor
3	ARK	4	3	4	3	4	18	72	Good
4	ADS	3	2	2	1	1	9	36	Very Poor
5	AY	4	3	4	3	3	17	68	Average
6	CAN	4	3	3	2	1	13	52	Poor
7	DEW	4	4	3	3	4	18	72	Good
8	DNA	5	3	4	3	4	19	76	Good
9	DIM	3	2	3	2	2	12	48	Poor
10	DFH	2	2	2	2	1	9	36	Very Poor
11	DAP	3	2	2	1	2	10	40	Poor
12	EW	4	3	3	2	2	14	56	Average
13	EHS	4	3	2	2	2	13	52	Poor
14	FFW	4	3	3	2	3	15	60	Average
15	FO	4	4	4	3	3	18	72	Good
16	FMH	3	3	3	3	3	15	60	Average
17	FH	5	5	4	3	4	21	84	Good
18	HRS	4	3	3	2	4	16	64	Average
19	IDA	4	4	4	3	3	18	72	Good
20	IFW	2	2	2	1	2	9	36	Very Poor
21	IF	3	2	2	2	2	11	44	Poor

22	JL	2	2	3	2	1	10	40	Poor
23	KSPTH	3	2	2	2	3	12	48	Poor
24	KH	5	4	5	4	4	22	88	Excellent
25	LZN	2	2	2	1	2	9	36	Very Poor
26	LMN	3	3	3	2	2	13	52	Poor
27	MHAF	2	2	2	2	1	9	36	Very Poor
28	MFA	4	4	3	3	3	17	68	Average
29	MIS	3	3	3	3	2	14	56	Average
30	MNA	4	3	3	4	3	17	68	Average
31	MPN	2	3	2	1	1	9	36	Very Poor
32	NHA	3	3	2	2	2	12	48	Poor
33	NRZ	3	3	3	2	2	13	52	Poor
34	RAT	4	3	3	3	3	16	64	Average
35	RFZ	4	4	3	3	3	17	68	Average
36	RA	3	2	2	2	1	9	36	Very Poor
37	RYR	2	2	1	1	2	8	32	Very Poor
38	SLS	3	2	3	2	3	13	52	Poor
39	SIH	5	4	4	3	4	20	80	Good
40	S	3	3	3	3	3	15	60	Average
41	WS	3	4	3	3	3	16	64	Average
42	WES	4	3	3	3	2	15	60	Average
43	YDAP	4	3	4	3	3	17	68	Average
44	YWT	4	3	3	2	2	14	56	Average
							$\sum t=620$	$\sum s=2480$	

The pre-test had done before the treatment process (teaching writing ability by using alphabet soup game). It was administered on May 12th, 2014. The test was writing ability test that were in the form of descriptive text with the theme “MY SELF” which decided by the researcher. The students were given 60 minutes to do the pre-test. This test was intended to know the students’ ability before getting the treatment.

Furthermore, the data of students' pre-test can be arranged in the form of frequency and percentages through score's criteria. The results are presented as follow:

Table 4.2 The Frequency and Percentage of Students' Achievement on Pre-Test

INTERVAL CLASS/STUDENT'S SCORE	FREQUENCY (f)	PERCENTAGE (%)
Excellent (85-100)	1	2
Good (70-84)	8	18
Average (55-69)	15	34
Poor (40-54)	12	27
Very Poor (0-39)	8	19
	$\sum f=44$	$\sum p=100\%$

Based on the data of table 4.2, there is only 1 student get excellent score, 8 students get good score, 15 students get average score, 12 students get poor score, and 8 students get very poor score. In other words, it is known that only 2% students get excellent score, 18% students get good score, 34% students get average score, 27% students get poor score and 19% students get very poor score. Thus, it can be concluded that the result of pre test can not be classified yet to be the good ones.

2. Post Test

The table below showed the student's score after getting the treatment in the form of post-test in writing descriptive text. The post-test was administered for 44 students in VII C class taken as sample. The

students are coded in to initial name. The scores based on the five aspects in writing, there are: content, organization, vocabulary, grammar and mechanic. The data are presented in the following table:

Table 4.3 Post-test score

No	Subject	Composition					Total	Score	Category
		C	O	V	G	M			
1	AZS	5	4	4	3	4	20	80	Good
2	ARW	3	3	3	3	3	15	60	Average
3	ARK	5	5	4	4	4	22	88	Excellent
4	ADS	4	3	3	2	3	15	60	Average
5	AY	5	5	4	3	4	21	84	Good
6	CAN	3	4	4	3	3	17	68	Average
7	DEW	5	5	4	3	4	21	84	Good
8	DNA	5	5	4	4	5	23	92	Excellent
9	DIM	4	4	3	3	4	18	72	Good
10	DFH	4	3	3	3	3	16	64	Average
11	DAP	3	3	2	3	2	13	52	Poor
12	EW	4	3	3	3	4	17	68	Average
13	EHS	4	3	4	3	3	17	68	Average
14	FFW	4	4	4	3	4	19	76	Good
15	FO	4	4	4	4	4	20	80	Good
16	FMH	3	4	3	3	4	17	68	Average
17	FH	5	5	5	5	4	24	96	Excellent
18	HRS	5	4	4	3	4	20	80	Good
19	IDA	5	5	4	4	5	23	92	Excellent
20	IFW	4	4	2	2	3	15	60	Average
21	IF	4	4	3	3	4	18	72	Good
22	JL	4	4	4	3	2	17	68	Average
23	KSPTH	4	3	3	4	4	18	72	Good
24	KH	5	5	5	4	5	24	96	Excellent
25	LZN	3	3	3	3	3	15	60	Average
26	LMN	5	5	4	3	3	20	80	Good
27	MHAF	3	4	3	3	3	16	64	Average
28	MFA	4	5	4	4	3	20	80	Good

29	MIS	5	5	3	3	3	19	76	Good
30	MNA	5	5	4	4	4	22	88	Excellent
31	MPN	4	4	3	3	4	18	72	Good
32	NHA	3	4	4	3	4	18	72	Good
33	NRZ	5	4	3	3	4	19	76	Good
34	RAT	5	4	4	3	4	20	80	Good
35	RFZ	5	5	4	4	4	22	88	Excellent
36	RA	3	3	2	2	2	12	48	Poor
37	RZR	5	4	3	3	3	18	72	Good
38	SLS	5	5	4	3	4	21	84	Good
39	SIH	5	5	5	4	5	24	96	Excellent
40	S	4	4	4	4	4	20	80	Good
41	WS	5	5	4	4	5	23	92	Excellent
42	WES	5	5	5	4	4	23	88	Excellent
43	YDAP	5	4	5	4	4	22	88	Excellent
44	YWT	4	4	4	3	3	18	72	Good
							$\sum t=840$	$\sum s=3356$	

The post-test had done after the treatment process (teaching writing ability by using alphabet soup game). It was held on June 2nd, 2014. The test was writing ability test that were in the form of descriptive text with the several theme that was found from playing alphabet soup game, it consist of : person, place, animal, fruit, hobbies. The students were given 60 minutes to do the post-test. The highest score of post-test is 96 while the lowest score is 48. This test was intended to know the students' ability after getting the treatment.

The data of students' achievement after being taught by using alphabet soup game above then are arranged in the form of frequency and percentages through score's criteria. The results are presented as follow:

Table 4.4 The Frequency and Percentage of Students' Achievement on Post-Test

INTERVAL CLASS/STUDENT'S SCORE	FREQUENCY (f)	PERCENTAGE (%)
Excellent (85-100)	11	25
Good (70-84)	20	45
Average (55-69)	11	25
Poor (40-54)	2	5
Very Poor (0-39)	0	0
	$\sum f=44$	$\sum p=100\%$

Based on the data of table 4.4, there is 11 students get excellent score, 20 students get good score, 11 students get average score, 2 students get poor score and no one of students get very poor score. It also can be described as percentages view. There is 25% of students get excellent score, almost half of students (45%) achieve good score, 25% get average score, only 5% of student get poor score and no one of students get very poor score.

The score of pre-test and post-test by using alphabet soup game above can be presented again to be compared as follow:

Table 4.5 The Comparison of Pre-test and Post-test Achievement

No	Subject	Pre-test (X)	Post-test (Y)
1	AZS	72	80
2	ARW	40	60
3	ARK	72	88
4	ADS	36	60

5	AY	68	84
6	CAN	52	68
7	DEW	72	84
8	DNA	76	92
9	DIM	48	72
10	DFH	36	64
11	DAP	40	52
12	EW	56	68
13	EHS	52	68
14	FFW	60	76
15	FO	72	80
16	FMH	60	68
17	FH	84	96
18	HRS	64	80
19	IDA	72	92
20	IFW	36	60
21	IF	44	72
22	JL	40	68
23	KSPTH	48	72
24	KH	88	96
25	LZN	36	60
26	LMN	52	80
27	MHAF	36	64
28	MFA	68	80
29	MIS	56	76
30	MNA	68	88
31	MPN	36	72
32	NHA	48	72
33	NRZ	52	76
34	RAT	64	80
35	RFZ	68	88
36	RA	36	48
37	RYR	32	72
38	SLS	52	84
39	SIH	80	96
40	S	60	80
41	WS	64	92
42	WES	60	88
43	YDAP	68	88

44	YWT	56	72
		$\sum X=2480$	$\sum Y=3356$

In order to present the percentages difference of the pre-test and post-test achievement, the percentages is presented again on the following table:

Table 4.6 The Comparison of Pre-test and Post-test Percentage

INTERVAL CLASS/STUDENTS' SCORE	Pre-test (%)	Post-test (%)
Excellent (85-100)	2	25
Good (70-84)	18	45
Average (55-69)	34	25
Poor (40-54)	27	5
Very Poor (0-39)	19	0

A further data analysis is then done to know the difference before and after taught by using alphabet soup game by calculating the gain “d” (Y-X) and total of gain score ($\sum d$).

Table 4.7 The Pre-test and The Post-test Scores Analyzed to Gain (Y-X)

No	Subject	Pre-test (X)	Post-test (Y)	Gain (Y-X)
1	AZS	72	80	8
2	ARW	40	60	20
3	ARK	72	88	16
4	ADS	36	60	24
5	AY	68	84	16

6	CAN	52	68	16
7	DEW	72	84	12
8	DNA	76	92	16
9	DIM	48	72	24
10	DFH	36	64	28
11	DAP	40	52	12
12	EW	56	68	12
13	EHS	52	68	16
14	FFW	60	76	16
15	FO	72	80	8
16	FMH	60	68	8
17	FH	84	96	12
18	HRS	64	80	16
19	IDA	72	92	20
20	IFW	36	60	24
21	IF	44	72	28
22	JL	40	68	28
23	KSPTH	48	72	24
24	KH	88	96	8
25	LZN	36	60	24
26	LMN	52	80	28
27	MHAF	36	64	28
28	MFA	68	80	12
29	MIS	56	76	20
30	MNA	68	88	20
31	MPN	36	72	36
32	NHA	48	72	24
33	NRZ	52	76	24
34	RAT	64	80	16
35	RFZ	68	88	20
36	RA	36	48	12
37	RYR	32	72	40
38	SLS	52	84	32
39	SIH	80	96	16
40	S	60	80	20
41	WS	64	92	28
42	WES	60	88	28
43	YDAP	68	88	20
44	YWT	56	72	16

N=44		$\sum X=2480$	$\sum Y=3356$	$\sum d= 876$
------	--	---------------	---------------	---------------

The score above is then analyzed by using paired sample T-test through SPSS 16.00 to test the effectiveness on the use of alphabet soup game. The output is as follow:

Table 4.8 Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	56.36	44	15.160	2.285
Posttest	76.27	44	11.903	1.794

The data presented above is the performance scores of the one group of students taken as the sample, before and after taught by using alphabet soup game as the treatment. The mean score of pre-test is 56.36 while the mean score of post-test is 76.27. The number of students (N) both in pre-test and post-test is 44. The standard deviation of pre-test is 15.160 and the error mean is 2.285. On the pos-test, the standard deviation is 11.903 and the error mean is 1.794.

Based on the result of mean, it can be concluded that the mean score of pre-test is different from the mean score of post-test. The mean score of the pre-test is 56.36, and on the post-test is 76.27. Thus it can be concluded that there is increase since the mean score of post-test is higher than pre-test.

Table 4.9 Paired Sample T-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-1.990	7.691	1.159	-22.247	-17.570	-17.171	43	.000

Table 4.9 shows the result of *output paired sample T-Test*. The mean score of pre-test and post-test is -1.990, standard deviation is 7.691, and standard error mean 1.159. The lower difference is -22.247 while the upper difference is -17.570. The result of t_{count} is -17.171 with df 43 and significance value (Sig 2 tailed) 0.00. Furthermore, with degree of freedom (df) 43, it is consulted to t_{table} with significant level $0.05:2 = 0.025$ (two tailed test) and the result is 2.017.

Interpretation for those data can be done by concerning on the value of t_{count} (t_0) and significance value (Sig). The researcher uses both of them to analyze the data and test the hypothesis. In this case, t_0 is compared to t_{table} whereas if $-t_{\text{table}} \leq t_{\text{count}} \leq t_{\text{table}}$, so null hypothesis (H_0) is accepted and if $-t_{\text{count}} < -t_{\text{table}}$ or $t_{\text{count}} > t_{\text{table}}$, so null hypothesis (H_0) is rejected (Priyatno, 2012:45). In addition, in interpreting significance value,

if it is higher than 0.05 ($\text{Sig} > 0.05$), H_0 is accepted while if it is lower than 0.05 ($\text{Sig} < 0.05$) H_0 is rejected. In other words, H_0 is rejected if $\text{Sig} < 0.05$ and $t_{\text{count}} > t_{\text{table}}$.

Table 4.9 shows that $t_{\text{count}} > t_{\text{table}}$ ($17.171 > 2.017$) and significance value < 0.05 ($0.000 < 0.05$), so H_0 is rejected. It means that there is significant difference of students' writing ability before and after getting the treatment.

C. Hypothesis Testing

The testing of hypotheses is done by using paired sample T-test through SPSS 16.00. Whether the null hypothesis (H_0) is rejected or accepted, it will be proved under the interpretation of the output on paired sample T-test. The interpretation is concerning both on the value of t_{count} and significance (Sig). From the data analysis it could be identify as follow:

1. When the value of $t\text{-count} > t\text{-table}$ in $df=43$, with the significance level $0.05:2 = 0.025$ (two tailed test) and significance value < 0.05 , H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It means that there is significant difference of the students' writing ability before and after using alphabet soup game.
2. When the value of $t\text{-count} < t\text{-table}$ in $df=43$, with the significance level $0.05:2=0.025$ (two tailed test) and significance value > 0.05 , H_0

(Null Hypothesis) was accepted and H_a (Alternative Hypothesis) was rejected.

Based on the output of the SPSS 16.00 type paired sample T-test analysis on table 4.9, the significance value is 0.000, the value of t_{count} is -17.171 and t_{table} with the $df=43$ (two tailed test) is 2.017. The hypothesis testing of this research is done through two interpretations. As stated previously, if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$ and significance value < 0.05 , H_0 is rejected and H_a is accepted. Since the value of t_{count} is higher than t_{table} ($17.171 > 2.017$) and significance value is lower than 0.05 ($0.000 < 0.05$) so it can be clearly concluded that null hypothesis (H_0) is rejected. It can be concluded that there was a significant effect of using alphabet soup game toward student's achievement in writing descriptive writing text, it is suggested to be used of the seventh grade of students at MTsN Bandung

D. Discussions

As stated previously, the objectives of this research are to know first grade students' reading comprehension ability of MTsN Bandung academic year 2013/2014 before and after being taught by using alphabet soup game and to find out whether there is any significant difference between two of them.

In order to achieve the objectives of the research, the researcher did some steps to collect the data. The first step was administering pre-test to know students writing ability before using alphabet soup game.

Then the researcher gave treatment to the students by teaching writing using alphabet soup game. It was done twice with one topic about descriptive text. Alphabet soup game here was done by using picture and card. This combination of it made an attractive material with using of game. Game with using of picture and card were expected to make students more interested to learn and achieved learning objectives faster. Other that, the designed material allowed students to choose the text what they wanted and the quiz gave them opportunity to express their achievement as evaluation.

The treatment was done in some steps. The first step was pre-writing by conducting pre-vocabulary activity to activate students' schemata before get ready to write descriptive text by giving an example of descriptive text. The second is main activity, starting with divide students to be some groups, each group consist of four students. Then, shows a picture of alphabet soup game on the whiteboard and explains the methods to playing game. After that, ask to each group chooses one of the category on the board in which they think they know a lot of words and ask to next group to think, guess and write down as many words as they can related to the category printed in the space. The last was post writing activity by giving them evaluation to write a descriptive text based on the one of the words which has found and also show the generic structure and language feature of the text. It was also intended as the reinforcement to ensure their ability in writing.

The last step of data collection method was administering post-test. It was intended to measure students' writing ability before the treatment was given. The researcher wanted to know whether or not there is any improvement on their achievement in writing ability.

After the-post test was administered, the researcher got the data in the form of pre-test and post-test score. The data were then analyzed by using paired sample T-test through SPSS 16.00. The output of paired sample T-test shows that the mean score of pre test is 56.36 while on post test is 76.27. From the data, it is found that the students' writing ability on post-test is much better than pre-test. It can be interpreted that the students' writing ability had been improved after getting the treatment.

The other output of paired sample t-test also shows that the value of t_{count} is -17.171 and the significance value is 0.000. The value of t_{table} in significant level 5% (two tailed test) with df 43 is 2.017. From the data, as described in research finding above, it is concluded that H_0 is rejected and H_a is accepted since the data has fulfilled the requirements in that t_{count} is higher than t_{table} ($17.171 > 2.017$) and the significance value is lower than 0.05 ($0.000 < 0.05$). It means that there is significant difference between students' writing ability before and after taught by using alphabet soup game.

Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of game like alphabet soup game. Games give advantages that can motivating and challenging, help students

to make and sustain the effort of language, provides language practice in the various skills, encourage students to interact and communicate, create a meaningful context for language use (Kim, 1995: 35). According to Tarwiyah (2008: 51), games facilitate language learning because they help language learning to be: more meaningful, more memorable and more accessible.

Alphabet soup is noun, it have means as a type of soup that contains noodles in the shape of various alphabetical letters or an overabundance of acronyms and abbreviations. Alphabet soup is one kind of games that purposes to create the most new words (Meldrum & Reimer, 2005: 106). After the students was finding a new word, they can use it to main idea before arrange to be paragraph of descriptive text.

Based on the explanation above, the advantages of using alphabet soup game gives positive effect towards students' writing ability. It has been verified by the result of data analysis in that there is significant difference between students' writing ability before and after taught by alphabet soup game. Thus, it can be concluded that the use of alphabet soup game is effective towards writing ability of the first grade students of MTsN Bandung.