# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings which have been collected during research, and discussion about the data of the research.

## A. Research Findings

To investigate students' recount speaking ability before and after using snake and ladder board game, the researcher conducted pre-test and post-test. As previously mentioned, the researcher used speaking test as the instrument in collecting the data. *See Appendix 7.*

There was a bit different topic between in pre-test and post-test, but the kind of recount which the researcher selected in both tests was same, that was about personal experience.

In this research, the research findings are as follows:

### 1. The students` recount speaking ability before being taught by using snake and ladder board game.

The final result of students' speaking test in pre-test was analyzed by using speaking scoring rubric. *See Appendix 9.* To make the data set meaningful, the researcher organized the frequency and the percentage of score in pre-test by using IBM SPSS Statistics 16.0. The results can be seen on the table follow:

## Table 4.1: Statistics

**Statistics**

pretest

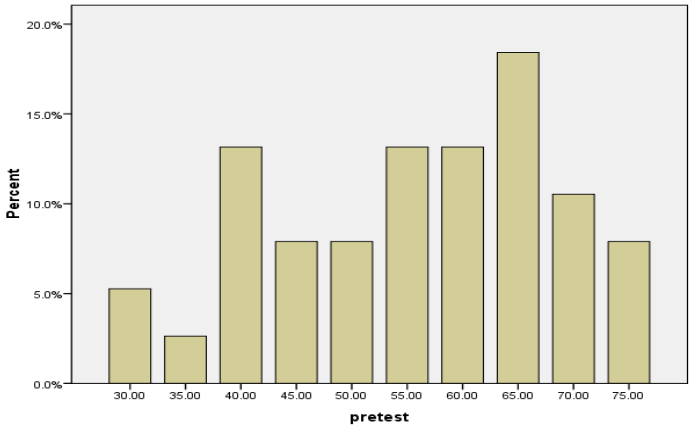
| | | |
|---|---|---|
| N | Valid | 38 |
| | Missing | 0 |

## Table 4.2: Frequency of Score in Pre-test

**pretest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 30 | 2 | 5.3 | 5.3 | 5.3 |
| | 35 | 1 | 2.6 | 2.6 | 7.9 |
| | 40 | 5 | 13.2 | 13.2 | 21.1 |
| | 45 | 3 | 7.9 | 7.9 | 28.9 |
| | 50 | 3 | 7.9 | 7.9 | 36.8 |
| | 55 | 5 | 13.2 | 13.2 | 50.0 |
| | 60 | 5 | 13.2 | 13.2 | 63.2 |
| | 65 | 7 | 18.4 | 18.4 | 81.6 |
| | 70 | 4 | 10.5 | 10.5 | 92.1 |
| | 75 | 3 | 7.9 | 7.9 | 100.0 |
| | Total | 38 | 100.0 | 100.0 | |

**Figure 4.1: The Percentage of Score in Pre-test**




It can be seen in table 4.2 and figure 4.1, it can be explained that there are 2 students (5.3%) got 30, 1 student (2.6%) got 35, 5 students (13.2%) got 40, 3 students (7.9%) got 45, 3 students (7.9%) got 50, 5 students (13.2%) got 55, 5 students (13.2%) got 60, 7 students (18.4%) got 65, 4 students (10.5%) got 70, 3 students (7.9%) got 75. In the pre-test, the students seemed to have difficulties in developing their idea for speaking, it may be caused by some factors. One of them was lack vocabulary and grammar. So, they just spoke as they know only without considering the vocabulary and grammar in recount speaking ability.

From explanation on the table 4.2 it can be concluded that the students` recount speaking ability before being taught by using snake and ladder board game in class X-AK3 was not too good, because the students` score were low.

**2. The students` recount speaking ability after being taught by using snake and ladder board game.**

After accepting the treatment (snake and ladder board game), the students showed good improvement. The students` score increased better than before. The final result of students' speaking test in post-test was analyzed by using speaking scoring rubric. *See Appendix 9*. To make the data set meaningful, the researcher organized the frequency and the percentage of score in post-test by using IBM SPSS Statistics 16.0. The results can be seen on the table follow:

**Table 4.3: Statistics**

**Statistics**

posttest

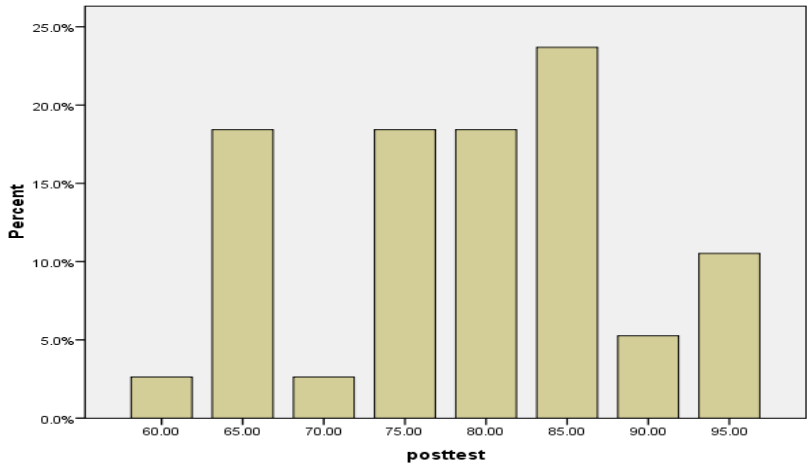
| | | |
|---|---|---|
| N | Valid | 38 |
| | Missing | 0 |

**Table 4.4: Frequency of Score in Post-test**

**posttest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 60 | 1 | 2.6 | 2.6 | 2.6 |
| | 65 | 7 | 18.4 | 18.4 | 21.1 |
| | 70 | 1 | 2.6 | 2.6 | 23.7 |
| | 75 | 7 | 18.4 | 18.4 | 42.1 |
| | 80 | 7 | 18.4 | 18.4 | 60.5 |
| | 85 | 9 | 23.7 | 23.7 | 84.2 |
| | 90 | 2 | 5.3 | 5.3 | 89.5 |
| | 95 | 4 | 10.5 | 10.5 | 100.0 |
| | Total | 38 | 100.0 | 100.0 | |

**Figure 4.2: The Percentage of Score in Post-test**




As can be seen in table 4.4 and figure 4.2, it can be explained that there are 1 student (2.6%) got 60, 7 students (18.4%) got 65, 1 student (2.6%) got 70, 7 students (18.4%) got 75, 7 students (18.4%) got 80, 9 students (23.7%) got 85, 2 students (5.3%) got 90, 4 students (10.5%) got 95. In the post-test, the students` score improved than in the pre-test. These caused by applying of appropriate treatment for recount speaking ability, that was snake and ladder board game. So, the students` score in post-test better than in pre-test.

**3. The Significant different score of the students` recount speaking ability before and after being taught by using snake and ladder board game.**

The finding shows that after accepting the treatment, students` score significantly increase. Comparing the result of pre-test and post-test, it shows significant progress. *See Appendix 9.*

In the pre-test, there was no student got >80 (0%), while in the post-test the percentage of student got >80 increased be (18.4%). In the pre-test, the students`

highest score were only (75), while in the post-test, the students` score highest increased be (95). In the post–test, there was no one student got lowest score (30) like in the pre-test, but the students` score lowest was (60). It means that all of students` score were higher in post-test than in pre-test. This finding indicates that after using snake and ladder board game, the students` recount speaking ability significantly increase. It is proven by the progress of students` score from pre-test and post-test.

After organizing the frequency and percentage of score of pre-test and post-test, then the minimum and maximum score, the mean, the median, and the standard deviation of pre-test and post-test scores of the sample were calculated by using IBM SPSS Statistics 16.0. The result is represented on the table below.

**Table 4.5: Descriptive Statistics for Pre-test and Post-test**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| pretest | 38 | 30 | 75 | 55.66 | 12.796 |
| posttest | 38 | 60 | 95 | 78.82 | 9.756 |
| Valid N (listwise) | 38 | | | | |

As the table 4.5 shows, the mean of post-test scores (78.82) is higher than the mean of pre-test scores (55.66). It indicates that on the average, the use of snake and ladder board game has caused the improvement of students` score.

However, to know whether there was significant different score of speaking recount test before and after the students were taught by using snake and

ladder board game, then the researcher tested the result of pre-test and post-test by using Paired Sample Test in IBM SPSS Statistics 16.0. The result is showed on the table below.

**Table 4.6: Paired Sample Statistics**

**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | pretest | 55.66 | 38 | 12.796 | 2.076 |
| | posttest | 78.82 | 38 | 9.756 | 1.583 |

As the table 4.6, the output paired sample as statistic descriptive showed that the mean score of pre-test is 55.66 and the mean score of post-test is 78.82. The number of sample both pre-test and post-test is 38. The standard deviation of pre-test is 12.796 and the standard deviation of post-test is 9.756. The standard error mean of pre-test is 2.076 and the standard error mean of post-test is 1.583. It can be concluded that the mean or average score of the students in pre-test and post-test is different. The mean score of pre-test is less than the mean of post-test (55.66<78.82) or the mean score of post-test is higher than pre-test (78.82>55.66). Thus, there is increasing score from pre-test to post-test means that there is significant different score after the students were taught by using snake and ladder board game in increasing recount speaking ability.

**Table 4.7: Paired Sample Correlation**

**Paired Samples Correlations**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | pretest & posttest | 38 | .910 | .000 |

Based on table 4.7, the output of paired samples correlations showed the number of sample is 38. The correlation is 0.910 and the level of significance is 0.000. According to Widhiarso (2012:6), correlation is the relationship between two pairs, if the correlation is counted by quadrate means the giving treatment has significant role toward different score. In this research, the two pairs were pre-test and post-test. The correlation is $(0.910)^{2 =}$ 0.82. It means that 82% increasing score of pre-test and post-test was caused by giving treatment and 18% was caused by other factor. According to Widhiarso (2012:6), sig. is level of significance, and the roles are:

a. If sig > 0.05 there is no influence of giving treatment toward pre-test and post-test score.
b. If sig < 0.05 there is an influence of giving the treatment toward pre-test and post-test score.

In this research, the level of significance is 0.000. It means that the level of significance is less than 0.05 (0.000<0.05). It can be concluded that there was an influence of giving treatment toward pre-test and post-test score. The total score of post-test was higher than pre-test (2995>2115) means that the increasing score was caused by giving treatment. The treatment was effective to teach recount speaking ability of vocational high school.

**Table 4.8: 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 | pretest - posttest | -23.158 | 5.626 | .913 | -25.007 | -21.309 | -25.375 | 37 | .000 |

Based on table 4.8, the output of paired sample test as inferential statistic showed that the mean score of pre-test and post-test is (-23.158), the standard deviation is (5.626), the lower difference is (-25.007) and the upper difference is (-21.309). The result of $t_{count}$ is (-25.375), the result of df is (37), and the significance is (0.000).

The interpretation of data can be done by two methods. There were based on the result of $t_{count}$ and the result of level significance. The interpretation as follows:

a. Comparing the result of t-count and t-table

The score of $t_{count}$ is 25.375. To know the result of $t_{table}$ can be seen from $t_{table}$. The df is 37, the score of $t_{table}$ on *t* table for standard significant 5% is 2.026. It can be concluded that $t_{count}$ was higher than $t_{table}$ (25.375 > 2.026). If $t_{count} > t_{table}$, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant difference in the speaking scores of the students before they are taught by using snake and

ladder board game and after they are taught by using snake and ladder board game.

b. The result of level significance. The assumption are:

a) If sig > 0.05 the null hypothesis was accepted

b) If sig < 0.05 the null hypothesis was rejected

The score of sig. is 0.000, it means that the level of significance was less than 0.05 (0.000 < 0.05). It can be concluded that the null hypothesis was rejected means there was significance different score in recount speaking ability of the students before they are taught by using snake and ladder board game and after they are taught by using snake and ladder board game.

**B. The Result of Normality and Homogeneity Testing**

In this part the researcher discuss about the result of normality and homogeneity testing.

**1. The Result of Normality Testing**

Normality testing is conducted to determine whether the gotten data is normal distribution or not. The researcher used SPSS.16. *One- Sample Kolmogorov-Smirnove test* by the value of significance (α) = 0.050. The result can be seen below:

**Table 4.9: One Sample Kolmogrov-Smirnov Test**

**One-Sample Kolmogorov-Smirnov Test**

| | | pretest | posttest |
|---|---|---|---|
| N | | 38 | 38 |
| Normal Parameters[a] | Mean | 55.66 | 78.82 |
| | Std. Deviation | 12.796 | 9.756 |
| Most Extreme Differences | Absolute | .136 | .132 |
| | Positive | .100 | .132 |
| | Negative | -.136 | -.132 |
| Kolmogorov-Smirnov Z | | .837 | .815 |
| Asymp. Sig. (2-tailed) | | .486 | .520 |

a. Test distribution is Normal.

Based on the output from SPSS above, it is known that the significance value of pre-test is 0.837 and the post test is 0.815. Both value from pre-test and post-test are bigger than 0.05. The significance value on pre-test is 0.837 and it is bigger than 0.05 (0.837 > 0.05). It means that $H_0$ is accepted and $H_a$ is rejected and the data is in normal distribution. Then, for post-test score the value of significance is 0.815 and that is bigger than 0.05 (0.815 > 0.05). It also means that $H_0$ is accepted and $H_a$ is rejected and the data is in normal distribution. So, it can be interpreted that both of data (pre-test and post-test score) are in normal distribution.

**2. The Result of Homogeneity Testing**

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. To know the homogeneity, the researcher used *Test*

*of Homogeneity of Variances* with SPSS.16 by the value of significance (α) = 0.050.

Before doing homogeneity test, the researcher decided hypothesis testing as follows:

a. Ho : If the value significance > 0.05, means data is homogeneity
b. Ha : If the value significance < 0.05, means data is not homogeneity

The result can be seen below:

**Table 4.10: Test of Homogeneity of Variances**

**Test of Homogeneity of Variances**

pretest

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 1.588 | 5 | 30 | .194 |

Based on the table above is known that the sig value is 0.194 higher than 0.05 means $H_0$ is accepted and $H_a$ is rejected. So, it can be interpreted that the data is homogeny.

## C. Hypothesis Testing

The hypothesis testing of this research is as follow:

1. If the score of $t_{count} > t_{table}$, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significance different score in recount speaking ability of the students before they are taught by using snake and ladder board game and after they are taught by using snake and ladder board game.
2. If the score of $t_{count} < t_{table}$, the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. It means that there was no significance different score in recount speaking ability of the students before they are taught by using snake and ladder board game and after they are taught by using snake and ladder board game.

Based on the statistical analysis by using paired sample t-test on SPSS 16.0, the output of statistical computation showed that the score of $t_{count}$ was 25.375 with the df 37. The score of $t_{table}$ for standard significant 5% (0.05) and df 37 is 2.026. Thus, the score of $t_{count}$ was higher than $t_{table}$ (25.375 > 2.026). It can be clearly concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant different score in speaking score on first grade of vocational high school by using snake and ladder board game toward recount speaking ability. The snake and ladder board game was effective and suggested to be used to teach recount speaking ability for the first grade of vocational high school at SMKN 1 Bandung.

## 3. Discussion

The objectives of this research were to know the students` score in recount speaking ability on students of first grade at SMKN 1 Bandung before and after they were being taught by using snake and ladder board game and to find out whether there is significant different score of students in recount speaking ability before and after they were being taught by using snake and ladder board game.

The result of this study indicated that the result of post-test was better than pre-test. As analyzed by using paired sample t-test on SPSS statistics 16.0 showed that the mean of pre-test is 55.66 and the mean of post-test is 78.82. It can be interpreted that students` speaking ability improved after getting treatment. It meant that the treatment (snake and ladder board game) had influence toward recount speaking ability.

The other finding from this research was the students` motivation. During the research, the students were motivated in joining the class. It can be seen from the students` enthusiastic to join and play the snake and ladder board game. The students` motivation to speak English also increased by playing the game. As stated by Saricoban and Metin (2000) play and competition that are provided by games enhance the motivation of the students. It means that by the game, the students had high motivation to follow the teaching learning process and it made the students success in the mastering the lesson.

By using snake and ladder board game, the students more enjoyed in practice speaking and the student felt more confidence to speak in front of other students. As Adam said in Yen-Hui Wang (2010) indicated games are self-

motivating to stimulate learners` interest and curiosity, which benefits learners best to play with the language in their first stages of language learning. This snake and ladder board game can be used effectively to increase recount speaking ability of students at vocational high school.

The present study reveals that snake and ladder board game is effective to use in teaching speaking. This finding is parallel with Azzahroh (2015) states that the use of board game was effective to improve speaking skill of the first grade of SMAN Parung 1, and Amalia Nirmawati (2015) states that the use of board game was also effective to improve students` speaking skill of Grade VIII of SMPN 13 Yogyakarta.

The other finding from this research was the students` fun in teaching speaking during in the treatment. The students` bravery and self-confidence increased when they practice to speak in front of the other students. The students also could express and told their experience orally in own word. It increased the students` vocabulary, because the students were given some statements that may be they did not know before. It means that from the game, the students got some positive impact in teaching learning process.

Based on the explanation above, teaching speaking by using snake and ladder board game was effective in increasing students` speaking recount ability on vocational high school. From the data above, there was any significant different score of the students in speaking before and after taught by using snake and ladder board game. Besides that, the researcher gave treatment to the students in two meeting. It means the treatment become one of factors increasing the

students` speaking. By giving the treatment, the students understood well the material, so their score increased. It can be concluded that the use of snake and ladder board game was effective towards the students` speaking recount ability at the first grade of SMKN 1 Bandung in the academic year 2016-2017.