

CHAPTER IV

RESEARCH FINDINGS

A. Findings

In this chapter, researcher presents the data description of the fourth grade students of MTsN 4 Hulu Sungai Tengah about the process of teaching-learning process by using spelling bee game. To find out more about the students' vocabulary who use and did not use spelling bee game, the researcher tested the students using test, the researcher gave the test to students and they answered the test. Here, the researcher describes about result of the research on the field that collected by techniques of data collection. English learning process at MTsN 4 Hulu Sungai Tengah for seventh grade students have been done eight time four weeks.

This chapter deals with the findings of the research and the discussions of the findings. The findings were in line with the problem statements stated in the introduction part.

Moreover, in this chapter, the researcher analyzed the data obtained from the students pre-test and post-test. The data consisted of the result of the pre-test and post-test.

The pre-test was intended to know the skill of the students' vocabulary before giving treatments, while the post-test was intended to find out whether there was any improvement or not of the students' vocabulary after having several treatments by applying Spelling Bee Game. The data were collected from students pre-test and post-test of both classes. The researcher did the research on Mei, 4th 2018, 5th 2018, 7th 2018, 8th 2018, 9th 2018, until Mei, 31th 2018, the researcher gave the research letter from official of education in Barabai city to headmaster of MTsN 4 Hulu Sungai Tengah.

The findings of this research deals with the students' score in pre-test and post-test, the students' score classification, mean score, the significant differences between the score of pre-test and post-test, and hypothesis testing of the faired samples. Inferential analysis is aimed at testing the research question and hypothesis. The test is normality and homogeneity tests. Those tests used to analyze whether the hypothesis was parametric and nonparametric research. These are table analysis of normality result by using SPSS 22 program:

a. Normality test

- Pre-test of experimental class hypotheses
- H0 :Data of X normality distribute
- H1 :Data of Y is not normality

Table 4.1 Normality of pre-test of experimental and control class**One-Sample Kolmogorov-Smirnov Test**

	C0ntrol_viia	experimrnt_viiib
N	36	36
Normal Parameters ^{a,b}	Mean	74.44
	Std. Deviation	10.055
Most Extreme Differences	Absolute	.117
	Positive	.117
	Negative	-.078
Test Statistic	.139	.117
Asymp. Sig. (2-tailed)	.076 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based in the result, it shows that the value of normality is higher than 0.05. So, it can be conclude that the data is normal.

Table 4.2 Normality of Post-Test of Experimental and Control Class**One-Sample Kolmogorov-Smirnov Test**

	CONTROLA	EXPERIMENTB
N	36	36
Normal Parameters ^{a,b}	Mean	84.31
	Std. Deviation	8.876
Most Extreme Differences	Absolute	0.131
	Positive	0.131
	Negative	-0.119
Test Statistic	0.125	0.131
Asymp. Sig. (2-tailed)	.165 ^c	.125 ^c

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- a. Test distribution is Normal.
 - b. Calculated from data.
 - c. Lilliefors Significance Correction.

Based on table above, it can be seen that the significant from normality of posttest of experimental and control class that shapiro wilk shows 0,125 and 0,165. Therefore, the significant score is higher than 0.05 ($0,125 > 0.05$) and ($0,165 > 0,05$) it means that H_0 is accepted so the data is normality distributed.

b. Homogeneity Test

Based on the calculation of normality, the researcher got the result that all data in pre-test and post-test of both experiment and controlled class have been normality distributed. The next step of the calculation was finding the homogeneity of the data or sample in both classes homogeneous or heterogeneous hypotheses :

H_0 : the condition of experiment class is not different from controlled class

H_1 : the sample of experiment class is different from controlled class

Based on the criteria, it can be concluded that H_0 is accepted. It means that the sample in experiment class and controlled class were homogenous. Moreover, the writer also used SPSS to calculate the homogeneity of the data. The result that the writer got can be seen on the table below.

Table 4.3 The result of homogeneity test from the pre-test of homogeneity of variances

Test of Homogeneity of Variances

control_viia

Levene Statistic	df1	df2	Sig.
2.283	1	70	.135

From the data in table 4.4, it can be found that the significance result of the pre-test of both experiment and control classes are 0,135. Then, it can be concluded that the data of pre-test are homogenous. It can be proved from the data that the significance of pre-test score is $> 0,05$.

Table 4.4 The result of homogeneity test from the post-test of homogeneity of variances

Test of Homogeneity of Variances

CONTROLA

Levene Statistic	df1	df2	Sig.
3.601	1	70	.062

The data in table 4.6 shows that the significance result of the post-test of both control and experiment classes is 0,062. Then, it can be indicated that the data of post-test are homogenous. It can be proved from that the data significance of pre-test score is $> 0,05$.

Then, this is result of vocabulary achievement by using spelling bee game in class VII B and without using spelling bee game in class VII A and to know the different score between pre-test and post-test.

1. The classification of Students' Pre-test Score and Post-test Scores in Experimental Class

The researcher conducted the English vocabulary test for Seventh grade at MTsN 4 Hulu Sungai Tengah 4th of Mei and 12th of Mei in class VII a. The scoring based on objective test score. Further information about the scores can be seen in appendix 3. To know the vocabulary achievement of students who did not use spelling bee game between pre-test and post-test at fourth grade at MTsN 4 Hulu Sungai Tengah.

The following table shows the classification of frequency and percentage of score of students' vocabulary mastery at the seventh grade students of MTsN 4 Hulu Sungai Tengah pre-test and post-test of experimental class.

Table 4.5 Classification of frequency and percentage score of students' vocabulary mastery in experimental class (pre-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	95-100	1	3%
2.	Very good	85-90	7	20%
3.	Good	75-80	11	31%
4.	Fairly Good	65-70	12	34%
5.	Fair	55-60	4	12%
6.	Poor	45-50	0	0%
7.	Very Poor	0-40	0	0%
	Total		36	100%

The data above showed that from 36 students, there were 7 (20%) students in very good level, 11 (31%) students in good level and 12 (34%) student in fairly good level.

Table 4.6 Classification of frequency and percentage score of students' vocabulary mastery in experimental class (post-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	95-100	8	23%
2.	Very good	85-90	12	34%
3.	Good	75-80	12	34%
4.	Fairly Good	65-70	14	39%
5.	Fair	55-60	0	0%
6.	Poor	45-50	0	0%
7.	Very Poor	0-40	0	0%
	Total		36	100%

The data above showed that from 36 students, there were each 8 (23%) student in excellent level, 12 (34%) students in very good level, 12 (34%) students in good level and 14 (39%) students in fairly good level.

2. The classification of Students' Pre-test and Post-test Scores in Control Class.

The following table shows the classification of frequency and percentage of score of students' vocabulary mastery at the seventh grade of MTsN 4 Hulu Sungai Tengah in pre-test and post-test of controlled class.

Table 4.7 Classification of frequency and percentage score of students' vocabulary mastery in control class (pre-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	95-100	0	0%
2.	Very good	85-90	3	9 %
3.	Good	75-80	11	31%
4.	Fairly Good	65-70	14	39%
5.	Fair	55-60	7	20%
6.	Poor	45-50	0	0%
7.	Very Poor	0-40	0	0%
	Total		36	100%

Table 3 above indicates that the classifying score of pre-test in controlled class. The data above showed that from 36 students, there were 3 (9%) students in very good level, 11 (31%) students in good level, 7 (20%) students in fair level.

Table 4.8 Classification of frequency and percentage score of students' vocabulary mastery in control class (post-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	95-100	1	28%
2.	Very good	85-90	7	20 %
3.	Good	75-80	9	25%
4.	Fairly Good	65-70	14	39%
5.	Fair	55-60	2	6%
6.	Poor	45-50	1	28%
7.	Very Poor	0-40	0	0%
	Total		36	100%

Table 4 above indicates that the classifying score of post -test in controlled class. The data above showed that from 36 students, there was 7 (20%) students in very good level, 9 (25%) students in good level, 14 (39%) in fairly good level, 2 (6%) in fair level.

3. The Mean Score and Standard Deviation of Control Class and Experimental Class.

After calculating the result of the students score, the mean scores and standard deviation for both classes can be presented by the following table

Table 4.9 The mean score and standard deviation of controlled class And experimental class in pre-test

Class	Mean Score	Standard Deviation
Experimental	74.44	10.055
Controlled	70.56	7.908

Class	Mean Score	Standard Deviation
Experimental	84.31	8.876
Controlled	72.92	11.794

B. Discussion

As it was stated in second chapter, that the Spelling Bee game are used to uncover abilities, feelings, and the wishes of children. From that definition the researcher concluded that Spelling bee game can make the students enjoy and fun the learning process, the students can opened their mind to mention or pronounce and spell the new vocabulary. The students more easily to remember the words letter by letter than just gave them a list of words.

Analysis of the mean score gap in the post-test between the Experimental class and Controlled class ensures if the technique used was

effective. The mean score of the Experimental class was 84.31 and 72.92 for Controlled class.

To sum up, based on the result of this study, which shown the students' scores were much higher after the treatment in Experimental class using Spelling Bee game. The use of Spelling Bee game was effective toward the students' vocabulary mastery. This was surely improve the students' Vocabulary mastery.

In the use of Spelling Bee game, there were many advantages as follows:

1. The learning activities are interesting and not makes the students be bored .
2. The students easy to understand the words given.
3. The students enjoy and fun are in the learning process.
4. The students can spell the words well.

From the comparison of the result of post-test score between experimental and controlled group, the vocabulary mastery of experimental group was getting higher than controlled group. It means that the treatment of using Spelling bee game to the experimental group was successful.

Some findings from experts that supports the finding of this research, they were, from Rahayu Sekarini (2012) stated that the Spelling Bee Game able to help the students to improve their spelling ability and the alternative activity to strengthen the students memory to remember the vocabulary and also from Iin Inayatullah (2012) stated that Spelling Bee Game was one of the vocabulary game that could be applied in teaching and

learning process and appropriate for memorizing, pronouncing, and improving students' vocabulary mastery.

Moreover, it is perceived that the learners are more eager and interested in learning English, especially for the implementation of Spelling Bee game it was proved that this method influenced the learners' vocabulary mastery.

Based on the result of the test, there are significant differences between the highest and lowest score. The highest score of the test students' vocabulary who used spelling bee game total score was 100. The highest score of the test of the vocabulary students who did not use spelling bee game total score was 100. And then the lowest score of the vocabulary of students who used spelling bee game total score was 50. The lowest score of vocabulary students who did not use spelling bee game total score was 20.

The researcher also found a difference mean score between the students who used and did not use spelling bee game. The mean score of the students who used spelling bee game is 82.42 it means the vocabulary of students who used spelling bee game is in excellent category. In other hand, the mean score of students who did not use spelling bee game is 72.31 it means the vocabulary achievement of students who did not use spelling bee game is in good category. Then, it is related with the collecting numerical data that are analyzed using mathematically. The researcher found the result of the test from the subject or is high than In conclusion, there was significant different in vocabulary between students who used and did not use spelling bee game.

In teaching vocabulary mastery for experiment class higher than control class. Therefore, the writer could be concluded that using spelling bee game is better than without using spelling bee game. Based on English teacher at MTsN 4 Hulu Sungai Tengah, the teacher said in teaching and learning by using spelling bee game, spelling bee game could help the teacher to answer the students' problem in learning English, especially in vocabulary and also can prove this study, that spelling bee could enrich and develop the students' vocabulary besides facilitate the students to memorize the word in the students' course.

According to the result of the research, the students who used spelling bee game can increase their vocabulary development besides the students who did not use spelling bee game also increased. It was because students who used spelling bee were focused on the objective of the study, but they were just have fun with the game. It supported by the argumentation of (Wright, Betteridge, Buckby (2006, p.12) notes that games help students experience the language rather than study it merely. Another positive impact to students is that Spelling Bee brings a fun and relaxing atmosphere. Students learn the language without any stressful.

Based on the result of the research, the research gives the interpretation that spelling bee game is to students' vocabulary, with high category of Cohens' effect size category. There was a marked improvement in vocabulary of using spelling bee game is suitable with the theme on learning process. Finding that is in line with Another positive impact to students is that Spelling Bee brings a fun and relaxing atmosphere. Huyen and Nga (2003, p.90-105) who stated that games bring relaxation and fun atmosphere to the classroom and help students to gain

new words easily. By using games in learning vocabulary, students get a chance to practice and to learn new words by their own. From the explanation above, it can be concluded that Spelling Bee is one of an effective games to improve vocabulary mastery for junior high school students, and also Spelling Bee give positive impacts to the students.