

CHAPTER IV

FINDINGS AND DISCUSSION

A. BRIEF HISTORY OF MAN KOTABARU

MAN kotabaru was established in 1994. Initially, its name was Madrasah Aliyah GUPPI in 1986. After a few years, Madrasah Aliyah GUPPI, which was a private school, was decided to be state islamic high school on October 25, 1993 based on the decree of Religious Affair minister of Indonesian Republic no. 244 year 1993 and being official by regent KDH TK. II of Kotabaru on Januari 1, 1994.

Until 2007, MAN Kotabaru was located in two different places. The first location was on Jalan Veteran Km. 2, and the second location was on Jalan Brigjen H. Hasan Basri, Semayap. However, since 2008, MAN Kotabaru has been centered in one place only on Jalan Brigjen H. Hasan Basri, Semayap.

In academic year 2014/2015, there are 39 teachers and 10 staffs in MAN Kotabaru, and the number of students is 575. More detail data can be seen in the appendix.

B. FINDINGS

After the writer conducts a research to investigate the correlation between students' interest in playing Scrabble and students' vocabulary mastery, the data that have been obtained are classified based on the problem statements. Before being analyzed, the data are presented in the description as follows:

1. Students' Interest in Playing Scrabble

As an independent variable in this study, it is an essential step to know the students' interest in playing Scrabble. Besides being categorized to be used in the formula of Contingency Coefficient Correlation, these data are also used to know the level of students' interest in playing Scrabble. To get the data, the writer distributes a questionnaire consists of 10 questions to 98 respondents.

The findings are as follows:

a. Students' interest in playing Scrabble

This is the most essential question in obtaining level of students' interest in playing Scrabble. The result can be seen in the table below.

Table 4.1. Students' interest in playing Scrabble

| No | Answer | Frequency | Percentage |
|----|----------------------------------|-----------|------------|
| 1. | Really interested | 11 | 11.22% |
| 2. | Interested and wants to know/try | 51 | 52.04% |
| 3. | So-so | 31 | 31.63% |
| 4. | Uninterested | 4 | 4.08% |
| 5. | Not answered | 1 | 1.02% |
| | Total | 98 | 100% |

The table above indicates that the students majority are interested and wants to know Scrabble or try playing it (52% percentage). There are 11students (11.22%) who are really interested in playing Scrabble. The students who choose so-so are 31 students (31.63%), and there are just 4 of 98 students who are not interested at all in Scrabble. The data also shows that there is one student who doesn't give an answer to this question.

b. The students' frequency in playing Scrabble

The table below shows the students' frequency in playing Scrabble. The result is as follows.

Table 4.2. Students' frequency in playing Scrabble

| No | Answer | Frequency | Percentage |
|-----------|---------------|------------------|-------------------|
| 1. | Very often | 1 | 1.02 |
| 2. | Sometimes | 21 | 21.43 |
| 3. | Rarely | 39 | 39.79 |
| 4. | Never playing | 37 | 37.76 |
| | Total | 98 | 100% |

The table above tells that there is just one student (1.02%) who plays Scrabble very often. The most dominant answer is 'rarely' which is chosen by 39 students (39.79%). There are 37 students (37.76%) who tell that they have never played Scrabble, and 21 students (21.43%) tell that they sometimes play Scrabble.

c. The time which is spent by students in playing Scrabble

The result can be seen in the table below.

Table 4.3. The time which is spent by students in playing Scrabble

| No | Answer | Frequency | Percentage |
|----|-----------------------------------|-----------|------------|
| 1. | In every free time | 7 | 7.14% |
| 2. | When bored | 11 | 11.22% |
| 3. | If friends invite to play | 60 | 61.22% |
| 4. | Not interested to play anytime | 20 | 20.41% |
| | Total | 98 | 100% |

The table shows that more than a half respondents (60 students with percentage 61.22) would like to play Scrabble if there is an invitation from others. There are 7 respondents (7.14%) who always play Scrabble in every free time they have, 11 respondents (11.22%) just play Scrabble when they get bored, and 20 respondents (20.41%) are never interested in playing Scrabble anytime.

d. Students' participation in the school Scrabble Competition

In MAN Kotabaru, the Scrabble Competition is routinely held in class meeting and other occasions which carry out some competitions. The table

below shows the students' participation in the school Scrabble Competition.

4.4. Students' participation in the school Scrabble Competition

| No | Answer | Frequency | Percentage |
|----|---------------------------|-----------|------------|
| 1. | Always participate | 4 | 4.08% |
| 2. | Sometimes participate | 14 | 14.29% |
| 3. | Participate once or twice | 11 | 11.22% |
| 4. | Never participate at all | 69 | 70.41% |
| | Total | 98 | 100% |

From the table above, it can be seen that more than a half students (69 students with 70.41%) never participate in school Scrabble competition. Besides that, there are just 4 students (4.08%) who always participate in school Scrabble competition, 14 students (14.29%) sometimes participate in school Scrabble competition, and 11 students (11.22%) have ever participated in school Scrabble competition once or twice.

e. The students' tendency in playing Scrabble

The students' tendency in playing Scrabble spread from the question number 5 to number 9. The results can be seen on the tables below.

Table 4.5. The students' tendency in spending free class at school.

| No | Answer | Frequency | Percentage |
|----|--|-----------|------------|
| 1. | Playing Scrabble | 0 | 0% |
| 2. | Just be the audience/jury in Scrabble game | 10 | 10.2% |
| 3. | Chatting | 70 | 71.43% |
| 4. | Eating at the canteen | 18 | 18.37% |
| | Total | 98 | 100% |

The table above shows that mostly students (70 students with 71.43%) like chatting to spend their free class at school. While, 18 students (18.37%) like to eat at the canteen. Related to Scrabble, there are 10 students tend to spend their free class to be the audience or jury in Scrabble game played by others, and noone plays Scrabble at their free class at school.

Table 4.6. The students' action if they want to play Scrabble

| No | Answer | Frequency | Percentage |
|----|---|-----------|------------|
| 1. | Grab the Scrabbe game by buying or downloading it | 18 | 18.37% |
| 2. | Borrow from school or friend. | 18 | 18.37% |
| 3. | Just wait to invite | 38 | 38.78% |
| 4. | Not interested to play | 24 | 24.48% |
| | Total | 98 | 100% |

The table above indicates what students will do if they want to play Scrabble. The result shows that there are 18 students (18.37%) who grab the Scrabble by buying or downloading it as well as borrow from school or friend if they want to play Scrabble. The students who just wait to invite in Scrabble game are 38 students (38.78%) and those who are not interested in playing Scrabble at all are 24 students (24.48%).

Table 4.7. Students' tendency in giving the idea to play Scrabble

| No | Answer | Frequency | Percentage |
|----|---------------------------------------|-----------|------------|
| 1. | Always give the idea to play Scrabble | 4 | 4.08% |
| 2. | Sometimes | 26 | 26.53% |
| 3. | Never give, just wait to invite | 51 | 52.04% |
| 4. | Not interested to play | 17 | 17.35% |
| | Total | 98 | 100% |

The table above indicates the students' tendency to give the idea to play Scrabble first. The result shows that there are 4 students (4.08%) who always give the idea to play Scrabble first. Besides that, there are 26 students who sometimes give the idea to play Scrabble first. The most dominant answer is 'never give the idea, just wait to invite by others'

which is chosen by 51 students (52.04%). While, the students who are not interested at all in playing Scrabble are 17 students (17.35%).

Table 4.8. Students' response if noone wants to join in playing Scrabble with the reason he/she can't understand English

| No | Answer | Frequency | Percentage |
|----|--------------------------------------|-----------|------------|
| 1. | Play it alone | 6 | 6.12% |
| 2. | Let him/her to open the dictionary | 34 | 34.69% |
| 3. | Keep playing but in Bahasa Indonesia | 18 | 18.37% |
| 4. | Cancel to play | 40 | 40.82% |
| | Total | 98 | 100% |

It is frequently found that people who are rejected to join in playing scrabble is due to the lack of English vocabulary. The table above denotes the students' response toward the people's rejection if they are invited to playing Scrabble because they can't understand English. The result shows that 6 students (6.12%) choose to play alone, 34 students (34.69%) would like to let the opponent to open the dictionary, 18 students (18.37%) choose to keep playing with the people they invite but in Bahasa Indonesia, and 40 students (40.82%) decide to cancel to play.

Table 4.9. Students' role in Scrabble game

| No | Answer | Frequency | Percentage |
|----|--------------------------|-----------|------------|
| 1. | Active Scrabble player | 19 | 19.39% |
| 2. | Passive Scrabble player | 16 | 16.33% |
| 3. | Audience | 53 | 54.08% |
| 4. | Don't belong to any role | 10 | 10.2% |
| | Total | 98 | 100% |

From the table above, it can be seen that there are 19 students (19.39%) who choose active Scrabble player, 16 students (16.33%) who like to be passive Scrabble player who are the jury or main player assistant, 53 students (54.08%) love just to watch the game, and 10 students (10.2%) are not fit to any role.

- f. The influence of playing Scrabble toward the students' English skill or knowledge

This question asks students opinion whether they feel that playing Scrabble give an influence to improve their English skill or knowledge. In addition, the students are also ask to convey how big the influence improves their English skill or knowledge if they have positive response toward this question. Here is the table of the influence of playing Scrabble toward the students' English skill or knowledge.

Table 4.10. The influence of playing Scrabble toward the Students' English skill or knowledge

| No | Answer | Frequency | Percentage |
|----|-----------------------------------|-----------|------------|
| 1. | There is big influence | 16 | 16.33% |
| 2. | There is enough influence | 56 | 57.14% |
| 3. | Just a little bit | 19 | 19.39% |
| 4. | Doesn't give any influence at all | 6 | 6.12%% |
| 5. | There is no answer | 1 | 1.02% |
| | Total | 98 | 100% |

Based on the table above, it shows that there are just 6 students (6.12%) who state that playing Scrabble doesn't give any influence at all toward their English skill or knowledge. Whereas, there are 16 students (16.33%) who answer that there is big influence of playing Scrabble toward their English skill or knowledge, 56 students (57.14%) who state there is enough influence, and 19 students (6.12%) tell that playing Scrabble gives an influence toward their English skill or knowledge but just a little bit.

After having given the score to all of students questionnaire, the next step is to get the mean score of students' interest in playing Scrabble and then interpreted it based on the category table on the chapter 3 (table 3.1). The result can be seen in the following table.

Table 4.11. The Students' interest in playing Scrabble score

| NO | NAME | (X) | NO | NAMA | (X) |
|-----------|-------------|------------|-----------|-------------|------------|
| 1 | AA | 10 | 50 | BX | 12 |
| 2 | AB | 10 | 51 | BW | 12 |
| 3 | AC | 17 | 52 | BZ | 12 |
| 4 | AD | 23 | 53 | CA | 6 |
| 5 | AE | 15 | 54 | CB | 12 |
| 6 | AF | 6 | 55 | CC | 11 |
| 7 | AG | 13 | 56 | CD | 9 |
| 8 | AH | 15 | 57 | CE | 14 |
| 9 | AI | 11 | 58 | CF | 17 |
| 10 | AJ | 7 | 59 | CG | 13 |
| 11 | AK | 17 | 60 | CH | 17 |
| 12 | AL | 14 | 61 | CI | 16 |
| 13 | AM | 10 | 62 | CJ | 13 |
| 14 | AN | 7 | 63 | CK | 13 |
| 15 | AO | 15 | 64 | CL | 4 |
| 16 | AP | 6 | 65 | CM | 5 |
| 17 | AQ | 11 | 66 | CN | 19 |
| 18 | AR | 15 | 67 | CO | 4 |
| 19 | AS | 11 | 68 | CP | 12 |
| 20 | AT | 15 | 69 | CQ | 14 |
| 21 | AU | 25 | 70 | CR | 15 |
| 22 | AV | 20 | 71 | CS | 17 |
| 23 | AW | 6 | 72 | CT | 23 |
| 24 | AX | 9 | 73 | CU | 15 |
| 25 | AY | 12 | 74 | CV | 17 |
| 26 | AZ | 18 | 75 | CW | 18 |
| 27 | BA | 12 | 76 | CX | 6 |
| 28 | BB | 8 | 77 | CY | 14 |
| 29 | BC | 14 | 78 | CZ | 15 |
| 30 | BD | 11 | 79 | DA | 13 |
| 31 | BE | 12 | 80 | DB | 15 |
| 32 | BF | 3 | 81 | DC | 14 |
| 33 | BG | 8 | 82 | DE | 2 |
| 34 | BH | 13 | 83 | DF | 10 |

| | | | | | |
|----|----|----|----|------|-------------------|
| 35 | BI | 8 | 84 | DG | 1 |
| 36 | BJ | 11 | 85 | DH | 6 |
| 37 | BK | 13 | 86 | DI | 8 |
| 38 | BL | 2 | 87 | DJ | 8 |
| 39 | BM | 10 | 88 | DK | 11 |
| 40 | BN | 6 | 89 | DL | 15 |
| 41 | BO | 7 | 90 | DM | 12 |
| 42 | BP | 18 | 91 | DN | 22 |
| 43 | BQ | 6 | 92 | DO | 20 |
| 44 | BR | 9 | 93 | DP | 13 |
| 45 | BS | 22 | 94 | DQ | 14 |
| 46 | BT | 7 | 95 | DR | 12 |
| 47 | BU | 11 | 96 | DS | 4 |
| 48 | BV | 6 | 97 | DT | 17 |
| 49 | BW | 7 | 98 | DU | 7 |
| | | | | N=98 | $\Sigma X = 1161$ |

Based on the table above, the mean score for students' interest in playing

Scrabble is as follows:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1161}{98}$$

$$M = 11.87$$

After the mean score is obtained, the next step is the mean score is consulted with table of the table category interval of students' interest.

Therefore, it is concluded that the students' interest in playing Scrabble is in low category.

2. Students' Vocabulary Mastery

Students' vocabulary mastery takes a role as Y variable to know the correlation in this study. To get the data, the writer conducts a test consists of 4 parts of question. Part A is 10 questions about synonym, part B is 10 questions about antonym, part C is arranging random letter into word based on the clue, and part D is arranging random letter into word without clue. The score weight of each part is different due to the level of difficulty.

The result of the students' vocabulary test can be seen in the table below.

Table 4.12. The result of students' vocabulary test

| NO | NAME | (Y) | NO | NAME | (Y) |
|-----------|-------------|------------|-----------|-------------|------------|
| 1 | AA | 51 | 50 | BX | 68 |
| 2 | AB | 56.5 | 51 | BW | 47.5 |
| 3 | AC | 66.5 | 52 | BZ | 46 |
| 4 | AD | 77 | 53 | CA | 54 |
| 5 | AE | 56.5 | 54 | CB | 40.5 |
| 6 | AF | 30 | 55 | CC | 53.5 |
| 7 | AG | 42.5 | 56 | CD | 40.5 |
| 8 | AH | 66.5 | 57 | CE | 66.5 |
| 9 | AI | 63 | 58 | CF | 78 |
| 10 | AJ | 63 | 59 | CG | 44.5 |
| 11 | AK | 44.5 | 60 | CH | 80 |
| 12 | AL | 88 | 61 | CI | 80 |
| 13 | AM | 41 | 62 | CJ | 40.5 |
| 14 | AN | 36.5 | 63 | CK | 65 |
| 15 | AO | 63 | 64 | CL | 60 |
| 16 | AP | 32 | 65 | CM | 43.5 |
| 17 | AQ | 50.5 | 66 | CN | 88 |
| 18 | AR | 72 | 67 | CO | 63 |
| 19 | AS | 57 | 68 | CP | 56.5 |
| 20 | AT | 80 | 69 | CQ | 49.5 |
| 21 | AU | 85 | 70 | CR | 35.5 |
| 22 | AV | 43.5 | 71 | CS | 57 |
| 23 | AW | 38 | 72 | CT | 49.5 |

| | | | | | |
|----|----|------|----|------|-------------------|
| 24 | AX | 41 | 73 | CU | 80 |
| 25 | AY | 32 | 74 | CV | 63 |
| 26 | AZ | 63 | 75 | CW | 45 |
| 27 | BA | 58.5 | 76 | CX | 40 |
| 28 | BB | 47.5 | 77 | CY | 80 |
| 29 | BC | 74 | 78 | CZ | 68 |
| 30 | BD | 42.5 | 79 | DA | 50 |
| 31 | BE | 48 | 80 | DB | 62 |
| 32 | BF | 68 | 81 | DC | 52 |
| 33 | BG | 38 | 82 | DE | 30 |
| 34 | BH | 68 | 83 | DF | 63 |
| 35 | BI | 46.5 | 84 | DG | 66.5 |
| 36 | BJ | 33.5 | 85 | DH | 55.5 |
| 37 | BK | 54 | 86 | DI | 35 |
| 38 | BL | 46.5 | 87 | DJ | 44.5 |
| 39 | BM | 38 | 88 | DK | 80 |
| 40 | BN | 61.5 | 89 | DL | 48 |
| 41 | BO | 51 | 90 | DM | 56 |
| 42 | BP | 88 | 91 | DN | 80 |
| 43 | BQ | 55.5 | 92 | DO | 94 |
| 44 | BR | 54 | 93 | DP | 41.5 |
| 45 | BS | 54 | 94 | DQ | 50 |
| 46 | BT | 80 | 95 | DR | 78 |
| 47 | BU | 41.5 | 96 | DS | 36.5 |
| 48 | BV | 49.5 | 97 | DT | 74 |
| 49 | BW | 47 | 98 | DU | 54 |
| | | | | N=98 | $\Sigma Y = 5518$ |

Based on the table above, the mean score for students' vocabulary mastery is as follows:

$$M = \frac{\Sigma Y}{N}$$

$$M = \frac{5518}{98}$$

$$M = 56.31$$

The calculation above shows that the mean score of students' vocabulary mastery is 56.31 in which, after being consulted with the table of the category of students' vocabulary mastery, it is in fair category.

3. The Correlation between Students' Interest in Playing Scrabble and Students' Vocabulary Mastery

After getting the data about students' interest in playing Scrabble and students' vocabulary mastery, the next step is classified each score of both variables into some categories. After that, the result of both variables is combined as a first step in calculating the data using Contingency Coefficient Correlation formula.

The following table shows the data of students' interest in playing Scrabble and students' vocabulary mastery after being classified into some categories.

Table 4.13. The data of students' interest in playing Scrabble and students' vocabulary mastery

| Students' vocabulary mastery | Students' interest in playing Scrabble | | | |
|------------------------------|--|--------|-----|-------|
| | High | Medium | Low | Total |
| Good | 5 | 12 | 1 | 18 |
| Fair | 1 | 21 | 15 | 37 |
| Poor | 2 | 13 | 28 | 43 |

| | | | | |
|-------|---|----|----|------|
| Total | 8 | 46 | 44 | 98=N |
|-------|---|----|----|------|

To know whether there is a correlation between students' interest in playing Scrabble and students' vocabulary mastery, the data must be calculated with the Contingency Coefficient Correlation formula. Before using the formula, initially, it must be found the value of X^2 with the formula:

$$X^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

X^2 = chi square

f_o = obtained frequency

f_h = expected frequency

To find the value of chi square, the calculation is showed in the following table.

Table 4.14. Worktable to calculate Chi Square (X^2)

| Cell | f_o | f_h | $(f_o - f_h)$ | $(f_o - f_h)^2$ | $\frac{(f_o - f_h)^2}{f_h}$ |
|------|-------|-----------------------------------|---------------|-----------------|-----------------------------|
| 1 | 5 | $\frac{8 \times 18}{98} = 1.47$ | +3.53 | 12.46 | 8.48 |
| 2 | 12 | $\frac{46 \times 18}{98} = 8.45$ | +3.55 | 12.6 | 1.49 |
| 3 | 1 | $\frac{44 \times 18}{98} = 8.08$ | -7.08 | 50.13 | 6.2 |
| 4 | 1 | $\frac{8 \times 37}{98} = 3.02$ | -2.02 | 4.08 | 1.35 |
| 5 | 21 | $\frac{46 \times 37}{98} = 17.37$ | +3.63 | 13.18 | 0.76 |
| 6 | 15 | $\frac{44 \times 37}{98} = 16.61$ | -1.61 | 2.59 | 0.16 |

| | | | | | |
|---|------|-----------------------------------|----------------------------|-------|---|
| 7 | 2 | $\frac{8 \times 43}{98} = 3.51$ | -1.51 | 2.28 | 0.65 |
| 8 | 13 | $\frac{46 \times 43}{98} = 20.18$ | -7.18 | 51.55 | 2.55 |
| 9 | 28 | $\frac{44 \times 43}{98} = 19.31$ | +8.69 | 75.52 | 3.91 |
| | N=98 | | $\Sigma(f_o - f_h)$ = 0 | | $\Sigma \frac{(f_o - f_h)^2}{f_h}$ = 25.55 |

Based on the computation in the table above, it is found that the value of Chi Square is 25.55.

Afterwards, the value of Chi Square is used to calculate the data with Contingency Coefficient Correlation formula as follows:

$$CC = \sqrt{\frac{x^2}{x^2 + N}}$$

$$x^2 = 25.55 \text{ and } N = 98$$

$$CC = \sqrt{\frac{25.55}{25.55 + 98}}$$

$$= \sqrt{\frac{25.55}{25.55 + 98}}$$

$$= \sqrt{\frac{25.55}{123.55}}$$

$$= \sqrt{0.207}$$

$$= 0.455$$

Based on the calculation above, it is obtained the value of Coefficient Contingency is 0.455.

To interpret the value of Contingency Coefficient Correlation, the result must be changed to Phi value in the computation as follows.

$$\begin{aligned}
 P_{hi} &= \frac{CC}{\sqrt{1 - CC^2}} \\
 P_{hi} &= \frac{0.455}{\sqrt{1 - 0.455^2}} \\
 &= \frac{0.455}{\sqrt{1 - 0.207}} \\
 &= \frac{0.455}{\sqrt{0.793}} \\
 &= \frac{0.455}{0.891} \\
 &= 0.511
 \end{aligned}$$

Therefore, it is known that the Phi value of the calculation above is 0.511.

C. DISCUSSION

After all obtained data are presented, they are also needed to be analyzed. To analyze the data, the writer divides the description based on the problem statements which are stated on the chapter 1.

1. Students' Interest in Playing Scrabble

From the mean score that have been calculated, generally the students show low interest in playing Scrabble. It can be seen from the students' tendency in playing Scrabble that more than a half of sample choose to be the audience rather than the players, and they want to play if they are invited rather than make an initiative to play first.

2. Students' Vocabulary Mastery

From the mean score that have been calculated in the findings, it is found that the students' mastery in vocabulary is fair. Based on the test, the question about synonym and antonym can be answered by students easily. Most of them also know the forming of opponent meaning by using affix. However, mostly students have difficulties in answering random letters. Besides they don't know the word already, they also face the barrier in spelling the word correctly.

3. The Correlation between Students' Interest in Playing Scrabble and Students' Vocabulary Mastery

In this discussion, the Phi value that has been obtained is consulted with the critical value table of r Product Moment. In this research, the number of

subjects is 98. By looking at the critical value table of r Product Moment, it is obtained the r value in 5% fault significant is 0.195 and in 1% fault significant is 0.256. Because the Phi value in this research is higher than both r value in 5% fault significant and 1% fault significant, so the hypotheses mentioned:

Ho (Null hypothesis) : there is no correlation between students' interest in playing Scrabble and students' vocabulary mastery is rejected.

H_a(Alternative hypothesis) : there is a correlation between students' interest in playing Scrabble and students' vocabulary mastery is **accepted**.

Based on the standard classification of correlation degree suggested by Murdan (2012) on the table 3.7., the Phi value 0.511 is included at range 0.400 - <0.600 means that the level of correlation is fair. In addition, the direction of correlation is positive because two variables show parallel relation. It means that the higher students' interest in playing Scrabble, the higher students' vocabulary mastery. Therefore, it can be concluded that Scrabble can be adapted as a teaching and learning technique to improve students' vocabulary. Moreover, as stated in chapter II, Scrabble exposes students to spell the word accurately, grammatical pattern or transformational word, and be frequent in opening the dictionary.

