

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of Data

In this chapter, the writer presents the data description of the seventh grade students of MTs Al-Ikhwan Banjarmasin about their habit in playing subway surfers and their vocabulary mastery. It can be seen in the following table (Appendix 3). Based on the table (Appendix 4), the researcher gets $N=65$, $\Sigma X = 4455$, $\Sigma Y = 4055$.

2. Analysis of Data

- a. The analysis about Habit in playing subway surfers on the seventh grade students of MTs Al-Ikhwan Banjarmasin.

The steps in analyzing students' habit in playing subway surfers game are:

- 1) Making frequency distribution table
- 2) Determining M_X
- 3) Determining SD_X
- 4) Determining top up of habit in playing subway surfers score
- 5) Determining bottom of habit in playing subway surfers score
- 6) Making an analysis of students' habit in playing subway surfers

The first is about Frequency Distribution of Students' habit in playing subway surfers game. It can be seen in the following table (Appendix 5), the researcher gets $N=65$, $\Sigma fX = 4455$, and $\Sigma fX^2 = 4013.246$. Based on the table there are 7 students who got score 50 until 59, 26 students who got score 61 until 69, 29 students who got score 70 until 79, 3 students who got score 80 until 96.

Then about determining M_x and SD_x , the scores are calculated by using this formula.

$$M_x = \frac{\Sigma fx}{N}$$

$$M_x = \frac{4465}{65}$$

$$M_x = 68.86$$

$$SD_x = \sqrt{\frac{\Sigma fx^2}{N}}$$

$$SD_x = \sqrt{\frac{4013.246}{65}}$$

$$SD_x = 7.86$$

After determine M_x and SD_x , the data is classified into three levels, namely; good, fair, and bad by determining top up and bottom of habit in playing game score.

$$\begin{aligned} \text{Top up of habit in playing game score} &= M_x + 1 SD_x \\ &= 68.86 + 1. 7.86 \\ &= 77.72 \end{aligned}$$

$$= 78$$

$$\begin{aligned}\text{Bottom of habit in playing game score} &= M_x - 1 SD_x \\ &= 68.86 - 1. 7.86 \\ &= 61 \\ &= 61\end{aligned}$$

Table 4.1 Analysis of Students' Habit in Playing Subway Surfers Scores

| Score | Frequency | Category | Percentage |
|--------------|-----------|----------|-------------|
| > 78 | 6 | Good | 9.23% |
| 61-78 | 48 | Fair | 73.85% |
| < 61 | 11 | Bad | 16.92% |
| Total | 65 | | 100% |

- b. The analysis about vocabulary test on the seventh grade students of MTs Al-Ikhwan Banjarmasin.

The steps in analyzing listening test are:

- 1) Making frequency distribution table
- 2) Determining M_Y
- 3) Interpreting the scores by using the categories which is submitted by David p. Harris (1969, p.134)

The first about Frequency Distribution of Student' vocabulary test. It can be seen in the following table (Appendix 6), the researcher gets $N = 65$ and $\Sigma fY = 4055$. Based on the table there are 2 students who got score 25, 3 students who got score 30, 2 students who got score 35, 3 students who got score 40, 5 students

who got score 45, 3 students who got score 50, 7 students who got score 55, 5 students who got score 60, 7 students who got score 65, 6 students who got score 70, 9 students who got score 75, 3 students who got score 80, 6 students who got score 85, 3 students who got score 90 and only 1 student who got score 95. The next, about detemining M_Y , the the scores are calculated by using this formula.

$$M_Y = \frac{\Sigma fy}{N}$$

$$M_Y = \frac{4055}{65}$$

$$M_Y = 62,39$$

Table 4.2 Analysis of Students' Vocabulary Test Scores

| Score | Frequency | Category | Percentage |
|--------------|-----------|-----------|-------------|
| 80-100 | 13 | Excellent | 20% |
| 70-79 | 15 | Good | 23.08% |
| 60-69 | 12 | Fair | 18.46% |
| 50-59 | 10 | Poor | 15.38% |
| 0-49 | 15 | Very Poor | 23.08% |
| Total | 65 | | 100% |

- c. The Analysis about the correlation between habit in playing subway surfers and students' score of vocabulary test on the seventh grade students of MTs Al-Ikhwan Banjarmasin.

The steps in analyzing the correlation are:

- 1) Doing normality test and linearity test
- 2) Making frequency distribution table
- 3) Determining ΣX , ΣY , ΣXY , ΣX^2 , and ΣY^2
- 4) Applying the formula of product moment correlation
- 5) Comparing r_{xy} with r_t with significant value 0.05

First, the researcher does prerequisite test (normality test and linearity test) by using SPSS 23. These are the results of normality test and linearity test.

Table 4.3 Result of Normality Test

| Variable | Significance | Criteria |
|----------|--------------|----------|
| X | 0.200 | Normal |
| Y | 0.199 | Normal |

Based on the result, it shows that the value of variable X (0.200) and the value of variable Y (0.199) are higher than 0.05. So, it can be concluded that the data are normal. For more information about the result, it can be seen in the appendix 12.

Table 4.4 Result of Linearity Test

| Variable | Significance | Criteria |
|----------|--------------|----------|
| X*Y | .452 | Linear |

The result of linearity test between habit in playing subway surfers game (X) and students' vocabulary test (Y) above shows that the significance value = 0.452 which is higher than 0.05. Therefore, it can be concluded that variable X and variable Y is linear. For more information about the result, it can be seen in the appendix 13.

Because of the data are normal and linear, the researcher can use Pearson product moment formula in order to know the correlation between Habit in playing subway surfers game and students vocabulary mastery of the seventh grade students of MTs Al-Ikhwan Banjarmasin.

Then Frequency Distribution of Pearson Product Moment Correlation. It can be seen in the following table (Appendix 14). Based on the table, the researcher gets $\Sigma X = 4476$, $\Sigma Y = 4055$, $\Sigma XY = 280080$, $\Sigma X^2 = 312954$, $\Sigma Y^2 = 273475$. After that, the scores are calculated by using product moment formula.

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{65 \times 280080 - 4476 \times 4055}{\sqrt{[65 \times 312954 - 4476^2][65 \times 273475 - 4055^2]}}$$

$$r_{xy} = \frac{18205200 - 18150180}{\sqrt{[20342010 - 20034576][17775875 - 16443025]}}$$

$$r_{xy} = \frac{55020}{\sqrt{307434 \times 1332850}}$$

$$r_{xy} = \frac{55020}{\sqrt{409763406900}}$$

$$r_{xy} = \frac{55020}{640127.65}$$

$$r_{xy} = 0,086$$

Based on the calculation above, the value of Pearson correlation (r_{xy}) is 0.086. Furthermore, the value of r_{xy} (0.086) is compared with the value of r_{table} at the significant value 0.05 with $df = 0.244$.

$$\begin{aligned} df &= N - nr \\ &= 65 - 2 = 63 \end{aligned}$$

So, by looking the table of product moment at significant value 0.05 with $df = 63$, the value of r_{table} is 0.244. Based on the findings, the value of Pearson correlation (r_{xy}) between interest in English songs and listening proficiency is 0.086 and the value of r_{table} at significant value 0.05 with $df = 63$ is 0.244. So, it can be concluded that $r_{xy} (0.086) < r_{table} (0.244)$ which means H_a is rejected and H_0 is accepted, and based on the table of correlation with SPSS (Appendix 10), the value of significant correlation or Sig. (2 tailed) is 0.495. It can be concluded that the value of significant correlation ($0.495 > 0.05$) which means that the variabls are not significant.

B. Discussion

Based on the findings, the researcher found some information about how the habit in playing subway surfers game and students' vocabulary test on the seventh grade students of MTs Al-Ikhwan Banjarmasin. In addition, the researcher also found the correlation between them.

1. Students' habit in playing subway surfers games on the seventh grade students of MTs Al-Ikhwan Banjarmasin.

Based on the findings of the interest in English songs, averagely the students have fair interest in English songs which there are 18 of 65 students or 27.69% got score between 67 and 71. Furthermore, only 22 students or 33.85% have good habit in playing subway surfers game who got score more than 71 and 25 students or 38.46% have bad habit in playing subway surfers who got score less than 67.

The students have no difficulty in answering the questionnaire, the problem is there are students who do not play game and the students do not find the meaning of the vocabulary that they found in the game subway surfers. According to Rohani & Pourgharib (2013, p. 3543), state that "no significant different between use of textbooks and games to boost the vocabulary gain as both programs made significant progress in the subject." So, it means that even the students play game or not, it is not giving any effect to their vocabulary. The game is only a media. So, it is based on the will of the students itself to enrich their own vocabulary.

2. Vocabulary Mastery of the seventh grade students of MTs Al-Ikhwan Banjarmasin.

From the statistical measurement, the researcher found that there are 2 students who got score 25 (3.08%), 3 students who got score 30 (4.61%), 2 students who got score 35 (3.08%), 3 students who got score 40 (4.61%), 5 students who got score 45 (7.69%), 3 students who got score 50 (4.61%), 7 students who got score 55 (10.77%), 5 students who got score 60 (7.69%), 7 students who got score 65 (10.77%), 6 students who got score 70 (9.23%), 9 students who got score 75 (13.85%), 3 students who got score 80 (4.61%), 6 students who got score 85 (9.23%), 3 students who got score 90 (4.61%) and only 1 student who got score 95 (1.54%). Moreover, based on the mean of the students' vocabulary test scores which is 62,39, it can be concluded that vocabulary mastery of the seventh grade students of MTs Al-Ikhwan Banjarmasin is in fair category.

The student is quite difficult to answer the test. They have difficulty in translating some vocabularies. The researcher thought that the students who have habit in playing subway surfers game have no different with the student who do not play subway surfers game in MTs Al-Ikhwan academic year 2016/2017. According to Rotter (2009, p. 58 cited in Milczynski ____ p.11) if a pupil didn't already study and learn the information, is there any way to get the answer during the game? It means that the student have to look up to dictionary the words that they don't know to avoid their misunderstanding about the vocabulary.

3. The Correlation between Students' habit in playing subway surfers game and their vocabulary mastery of the seventh grade students of MTs Al-Ikhwan Banjarmasin.

The researcher also found the information about whether there is a correlation or not between habit in playing subway surfers game and students' vocabulary mastery of the seventh grade students of MTs Al-Ikhwan Banjarmasin. Based on the findings, the value of Pearson correlation (r_{xy}) between habit in playing subway surfers game and vocabulary mastery is 0.086 and the value of r_{table} at significant value 0.05 with $df = 63$ is 0.244. So, it can be concluded that $r_{xy} (0.086) < r_{table} (0.244)$. It means H_a is rejected and H_0 is accepted, and based on the table of correlation with SPSS (Appendix 10), the value of significant correlation or Sig. (2 tailed) is 0.495. It can be concluded that the value of significant correlation ($0.495 > 0.05$) which means that the variables are not significant. In addition, the value of $r_{xy} (+0.086)$ is positive. It means there is a positive correlation between habit in playing subway surfers game and students' vocabulary mastery. Based on the correlation index number, the value of $r_{xy} (0.086)$ is on very low correlation (between 0.00 and 0.20). It means there is a very low correlation between variable X and variable Y. Based on the findings of this research, the researcher found that there is a significant positive very low correlation between habit in playing subway surfers game and students' vocabulary mastery of the seventh grade students of MTs Al-Ikhwan Banjarmasin.

In conclusion, based on the analysis above, the data show that the effect of habit in playing subway surfers game to students' vocabulary mastery is very low. Habit in playing subway surfers game on respondents made themselves doing activities with regard to subway surfers game with a repetitive and feeling happy, but the insight or the new knowledge is not growing up. The habit in playing subway surfers game to the students significantly predicts poorer grades later in the school year, because according to (Prot et al, p.118) the displacement hypothesis posits that the electronic media can negatively influence school performance by displacing time that would have been spent in other educational activities, such as reading and doing homework. In addition, Cummings and Vandewater (2007) had done the research with conclusion that adolescent video gamers have been found to spend 30% less time reading and 34% less time doing homework than nongamers.