

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Description of data from each variable is presented based on the data obtained in the field. Data descriptions include validity test, reliability test, regression test, linearity test, normality test, multicollinearity test, hypothesis test and student observation result, beside that also presented frequency distribution tables and diagrams for each variable. Descriptions of the data of each variable in detail could be seen in the following description:

1. Students' Motivation in Learning English

This variable is measured by using questionnaires given to students of class VII A and VII B in MTs Kebun Bunga Banjarmasin on July, 31st 2017 and August, 2nd 2107. Questionnaire assessment using Likert scale with 4 alternative answers, where the value 4 for the highest score and the value 1 for the lowest score on the positive statement, the opposite 1 for the highest score and 4 for the lowest score on the negative statement. From the 10 question item it means the lowest ideal score is 10 and the highest ideal score is 40.

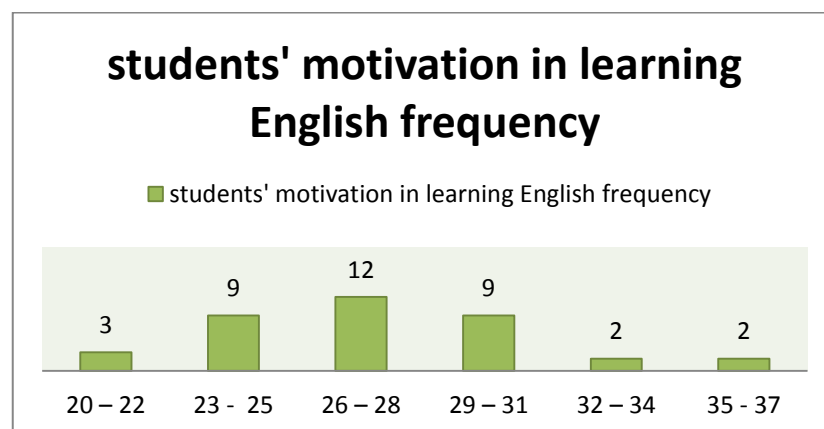
Based on the data obtained from the respondents in this study obtained the lowest score of 22 and the highest score 35. From the output of statistical calculations use the program Microsoft Excel 2010. Distribution frequency of learning motivation could be seen in the table:

Table. 4.1 Frequency of Students' Motivation in Learning English

| Interval | Frequency | Frequency (%) | Frequency cumulative | Frequency cumulative (%) |
|----------|-----------|---------------|----------------------|--------------------------|
| 20 – 22 | 3 | 8.10 | 3 | 8.10 |
| 23 - 25 | 9 | 24.32 | 12 | 32.43 |
| 26 – 28 | 12 | 32.43 | 24 | 64.86 |
| 29 – 31 | 9 | 24.32 | 33 | 89.18 |
| 32 – 34 | 2 | 5.40 | 35 | 94.59 |
| 35 - 37 | 2 | 5.40 | 37 | 100 |
| Total | 37 | 100 | 144 | 389.16 |

From the data it could be seen that the score that has the highest frequency is 26 - 28 interval class as much as 12 times. It was also found that as many as 20 (54.05%) students were below score and 17 (45.94%) students were above score average, so it can be concluded that most of the score of learning motivation of grade VII students was below score average. It could be seen on diagram as follows:

Figure 4.1 Frequency of Students' Motivation in Learning English



- a. The Influence of Fast Hands Game to Students' Motivation in Learning Vocabulary

Based on the output obtained in the field, data influence Fast Hands game to students' motivation in learning vocabulary obtained in the following table:

Table 4.2 Influence of Fast Hands Game to Students' Motivation in Learning Vocabulary

| No items | Frequency | | | | Explanation |
|----------|------------|-------|----------|---------------|-------------|
| | Very Agree | Agree | Disagree | Very Disagree | |
| 1 | 17 | 7 | 12 | 1 | Agree |
| 2 | 3 | 7 | 18 | 8 | Disagree |
| 3 | 6 | 24 | 6 | 1 | Disagree |
| 4 | 9 | 15 | 9 | 4 | Disagree |
| 5 | 9 | 20 | 1 | 1 | Disagree |
| 6 | 16 | 20 | 0 | 0 | Agree |
| 7 | 14 | 18 | 2 | 2 | Agree |
| 8 | 3 | 19 | 10 | 5 | Disagree |
| 9 | 9 | 15 | 9 | 4 | Disagree |
| 10 | 0 | 3 | 17 | 17 | Disagree |

In the questionnaire above are 5 positive questions and 5 negative questions. Positive questions from the numbers 1, 4, 6, 7, and 8 while the negative questions from the numbers 2, 3, 5, 9 and 10. How to calculate items that show students' motivated by the formula as follows:

$$\frac{\text{total score of respondents}}{\text{total score ideal/maximal}} \times 100 \%$$

- 1) Very agree = $17 \times 4 = 68$; Agree = $7 \times 3 = 21$; Disagree = $12 \times 2 = 24$;
 Very disagree = $1 \times 1 = 1$. Total score of respondents = $68 + 21 + 24 + 1 = 114$

$$\text{Score maximal} = 37 \times 4 = 148 ; \text{score minimal } 37 \times 1 = 37$$

$$\frac{114}{148} \times 100\% = 77\%$$

| DS | D | A | SA |
|----|----|-----|------------|
| 37 | 74 | 111 | 114 |
| | | 148 | |

The output shows that agree means that number 1 could be said that the students are motivated and so on until number 10. Based on the output of frequency in the table indicates that the students are motivated / agree and disagree with the questionnaire statement, but Disagree did not mean students are not motivated but they just disagree with the questionnaire statement and disagree on positive statements also including motivated.

The output of the validity and reliability questionnaire that has been tested to the students MTs Kebun Bunga Banjarmasin by comparing $r_{\text{count}} > r_{\text{table}}$ to get r_{table} $df = 37 - 2 = 35$, r_{table} could be obtained in table r with significant $\alpha = 5\%$ or $0,05 = 0.325$. The output would be shown in the following table:

Table 4.3 Validity and Reliability of Questionnaire

| No. items | R _{count} | Explanation |
|-------------|--------------------|-------------|
| 1 | 0.283 | Invalid |
| 2 | 0.497 | Valid |
| 3 | 0.241 | Invalid |
| 4 | 0.651 | Valid |
| 5 | 0.410 | Valid |
| 6 | 0.322 | Invalid |
| 7 | 0.354 | Valid |
| 8 | 0.392 | Valid |
| 9 | 0.651 | Valid |
| 10 | 0.395 | Valid |
| Reliability | 0.502 | Enough |

In the above table output show the items of valid and invalid.

Known numbers 1, 3 and 6 are invalid.:

- a) Number 1: "I am happier learning English with the media than no media learning" with respondents answer 17 people answered strongly agree; 7 people answered agree; 12 people answered disagree and 1 person answered strongly disagree. In this statement more respondents answered is strongly agree and which students would be feel more happy if learning English using media and automatically students would be more choose to agree.
- b) Number 2: "I am not enthusiastic in learning English activity" with respondents answer 6 people answered strongly agree; 24 people answered agree; 1 person answered disagree and 6 people answered strongly disagree. In this statement many respondents choose to agree because they assume learning in English activity is boring.
- c) Number 6: "I pay attention to my teachers' simulation of playing the game in learning English in front of class" with respondents answer 16 people answered strongly agree; 20 people answered agree and 1 person answered disagree. In this statement respondents prefer to agree because they are very interested in the game played by the teacher to become the medium of learning English especially vocabulary.

The three statements above that the items are not valid, invalid statement that is not able to measure or reveal data from the variables studied appropriately. Next, for reliability test output could be seen in the table. 8 that the value of cronbach alpha correlation of 0.502. This means the value of reliability in the category enough. Thus the questionnaire is quite reliable.

2. Influence of Game to Vocabulary

In the process of this research, the writer divide the questions' test into two parts based on vocabulary categories that they have been played. The test I on August, 7th and 9th 2017 then test II on August 14th and 16th 2017. The first category are clothes, furniture, stationary, transportation and job. The second category are animal, body and food. In the test I consists 18 items and the test II 20 items to determine the level of difficulty test is calculated by the formula:

$$I = \frac{B}{N}$$

Information :

I = index difficulty for each item

B = number of students who correctly answer each item

N = number giving answers to the intended question

a. Test I

In the test I content questions about clothes, furniture, stationary, transportation and job. The table below is the data frequency of the number of

students who correctly answer each item in the first test and the difficulty of the problem:

Table 4.4 Frequency of The Number of Test I and The Difficulty of The Question

| Question number | Frequency (N) | Frequency (B) | Index (B/N) | Category |
|-----------------|---------------|---------------|-------------|--------------|
| 1 | 37 | 33 | 0.9 | Easy |
| 2 | 37 | 33 | 0.9 | Easy |
| 3 | 37 | 31 | 0.8 | Easy |
| 4 | 37 | 32 | 0.8 | Easy |
| 5 | 37 | 34 | 0.9 | Easy |
| 6 | 37 | 33 | 0.9 | Easy |
| 7 | 37 | 32 | 0.8 | Easy |
| 8 | 37 | 32 | 0.8 | Easy |
| 9 | 37 | 33 | 0.9 | Easy |
| 10 | 37 | 38 | 1 | Easy |
| 11 | 37 | 34 | 0.9 | Easy |
| 12 | 37 | 32 | 0.8 | Easy |
| 13 | 37 | 34 | 0.9 | Easy |
| 14 | 37 | 34 | 0.9 | Easy |
| 15 | 37 | 29 | 0.7 | Intermediate |
| 16 | 37 | 34 | 0.9 | Easy |
| 17 | 37 | 34 | 0.9 | Easy |
| 18 | 37 | 32 | 0.8 | Easy |

In the number 1 problem known to the number of students who answered correctly or $B = 33$ and many who gave answers about the intended or $N = 37$ with the formula: $I = 33/37 = 0.89$ or 0.9 category easy. The difficulty index criteria are classified in the following table:

Table 4.5 The Difficulty Index Criteria Are Classified for Test I and II

| | |
|---------------|--------------|
| P 0 – 0,30 | Difficult |
| P 0,31 – 0,70 | Intermediate |
| P 0,71 – 1,00 | Easy |

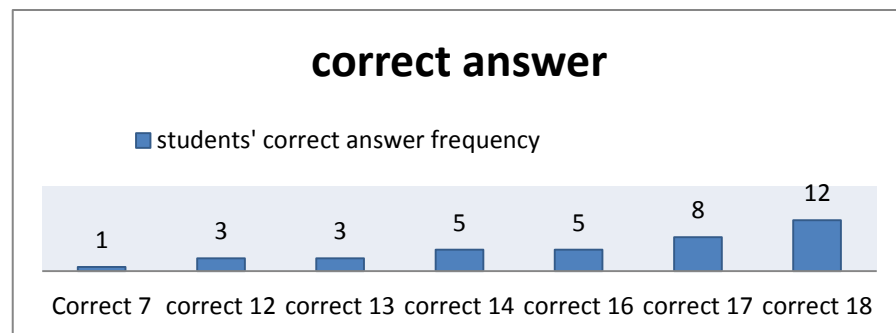
In the above results shows that most of the difficulty level question is included in the easy category. Next is to calculate the points of validity and reliability. $Df = 37 - 2 = 35$ with significant $\alpha = 5\%$ or 0.05 equals 0.325 , that is:

Table 4.6 Validity and Reliability of Question Test I

| No. items | R_{count} | Explanation |
|-------------|-------------|-------------|
| 1 | 0.493 | Valid |
| 2 | 0.283 | Invalid |
| 3 | 0.696 | Valid |
| 4 | 0.314 | Invalid |
| 5 | 0.609 | Valid |
| 6 | 0.283 | Invalid |
| 7 | 0.282 | Invalid |
| 8 | 0.536 | Valid |
| 9 | 0.353 | Valid |
| 10 | 0.481 | Valid |
| 11 | 0.490 | Valid |
| 12 | 0.536 | Valid |
| 13 | 0.291 | Invalid |
| 14 | 0.371 | Valid |
| 15 | 0.401 | Valid |
| 16 | 0.371 | Valid |
| 17 | 0.490 | Valid |
| 18 | 0.409 | Valid |
| Reliability | 0.743 | High |

From the table above that 5 items are not valid that is in the numbers 2, 4, 6, 7 and 13 are questions that are not able to measure data from the variables studied precisely because it is possible error on the question that makes respondent confused to answer. Next for reliability test results can be seen in the table above that the value of cronbach alpha correlation of 0.743 . This means the value of reliability in the high category. Thus the first test has a reliable high. The correct answer frequency of the whole item can be seen in the following diagram:

Figure 4.2 The Correct Answer Frequency of Test I



On the diagram above 1 person correct 7; 3 person correct 12; 3 person correct 13; 5 person correct 14; 5 person correct 16; 8 person correct 17 and 12 person correct 18. It can be concluded that the students of grade VII MTs Kebun Bunga Banjarmasin correct answer as many as 12 people in the first test.

b. Test II

In the test II the question content about animal, body and food. Table below is the data frequency of the number of students who answered correctly every item on the first test and the level of difficulty about:

Table 4.7 Frequency of The Number of Test II and The Difficulty of The Question

| Question number | Frequency (N) | Frequency (B) | Index (B/N) | Category |
|-----------------|---------------|---------------|-------------|----------|
| 1 | 37 | 35 | 0.9 | Easy |
| 2 | 37 | 33 | 0.9 | Easy |
| 3 | 37 | 35 | 0.9 | Easy |
| 4 | 37 | 35 | 0.9 | Easy |
| 5 | 37 | 35 | 0.9 | Easy |
| 6 | 37 | 35 | 0.9 | Easy |
| 7 | 37 | 35 | 0.9 | Easy |
| 8 | 37 | 35 | 0.9 | Easy |
| 9 | 37 | 34 | 0.9 | Easy |
| 10 | 37 | 36 | 0.9 | Easy |
| 11 | 37 | 36 | 0.9 | Easy |

| | | | | |
|----|----|----|-----|------|
| 12 | 37 | 36 | 0.8 | Easy |
| 13 | 37 | 34 | 0.9 | Easy |
| 14 | 37 | 36 | 0.9 | Easy |
| 15 | 37 | 34 | 0.9 | Easy |
| 16 | 37 | 36 | 0.9 | Easy |
| 17 | 37 | 36 | 0.9 | Easy |
| 18 | 37 | 36 | 0.8 | Easy |
| 19 | 37 | 36 | 0.9 | Easy |
| 20 | 37 | 33 | 0.9 | Easy |

In the second test the question content is about animal, body and food. The table below is the frequency of the data. On question number 1 is known the number of students who answered correctly or $B = 35$ and many who gave answers about the intended or $N = 37$ with the formula: $I = 35 / 37 = 0.94$ is easy category.

The output show that most of the difficulty level questions are included in the easy category. Next is to calculate the points of validity and reliability. $Df = 37 - 2 = 35$ with significant $\alpha = 5\%$ or 0.05 equals 0.325 , such as:

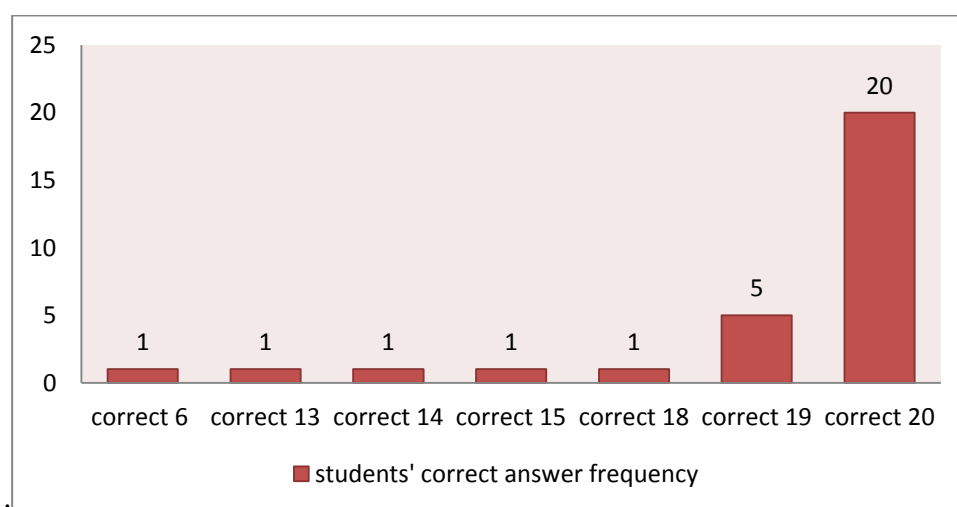
Table 4.8 Validity and Reliability of Question Test II

| No. items | R_{count} | Explanation |
|-----------|-------------|-------------|
| 1 | 0.829 | Valid |
| 2 | 0.728 | Valid |
| 3 | 0.258 | Invalid |
| 4 | 0.829 | Valid |
| 5 | 0.566 | Valid |
| 6 | 0.742 | Valid |
| 7 | 0.478 | Valid |
| 8 | 0.566 | Valid |
| 9 | 0.794 | Valid |
| 10 | 0.364 | Valid |
| 11 | 0.793 | Valid |
| 12 | 0.302 | Invalid |
| 13 | 0.831 | Valid |
| 14 | 0.793 | Valid |

| No. items | R hitung | Explanation |
|-------------|----------|-------------|
| 15 | 0.831 | Valid |
| 16 | 0.302 | Invalid |
| 17 | 0.302 | Invalid |
| 18 | 0.793 | Valid |
| 19 | 0.793 | Valid |
| 20 | 0.440 | Valid |
| Reliability | 0.913 | Very High |

From the table.4.8 that 4 items are not valid that is at number 3, 12, 16 and 17 is a question that is not able to measure data from the variables studied precisely because it may be a mistake on the matter that makes the respondent confused to answer. Next for reliability test output could be seen in the table 4.8 that the value of cronbach alpha correlation of 0.913. It means the value of reliability in the category is very high. Thus the second test has a very high reliable. The correct answer frequency of the whole item could be seen in the following diagram:

Figure 4.3 The Correct Answer Frequency of Test II



In the figure 4.3 that 1 person correct 6; 1 person correct 13; 1 person correct 14; 1 person correct 15; 1 person correct 18; 5 person correct 19 and 20 person correct 20. It could be concluded that the grade VII students of MTs Kebun Bunga Banjarmasin more correctly answered as many as 20 people in the test II and more increased than the test I. The number of correct answers from the test I and test II:

Table 4.9 The Comparison of Test I and Test II

| Name | Test I | Test II |
|---------------------------|--------|---------|
| Aditya Nur Rahman | 12 | 15 |
| Ahmadi | 7 | 20 |
| Annisa | 14 | 13 |
| Aryan Daniel Ramadhan F.Z | 14 | 14 |
| Eka Gusti Aprianto | 12 | 20 |
| Heldawati | 12 | 20 |
| Husein Bausat | 16 | 20 |
| Ibrahim Al-Bahi | 18 | 19 |
| M. Rahmadhani | 18 | 20 |
| M. Rian Rizkiani | 17 | 20 |
| Marlina | 18 | 20 |
| Maulida Salsabila | 14 | 6 |
| Muhammad Al-Amin | 18 | 19 |
| Muhammad Raihan | 18 | 20 |
| Munairoh | 17 | 20 |
| Noor Syifa Rizkiah | 18 | 20 |
| Nurul Irma Anggraini | 13 | 19 |
| Rena Riani | 16 | 20 |
| Riski | 13 | 20 |
| Sari Ningsih | 13 | 20 |
| Yeni Nisrina | 17 | 20 |
| Adil Yahya | 18 | 20 |
| Ahmad Hambali | 18 | 18 |
| Ahmad Riyadi | 16 | 20 |
| Ani Selma Rahma | 14 | 20 |
| Carli | 17 | 20 |
| Desitasari | 18 | 20 |
| Henidawati | 16 | 20 |
| Imam Sentosa | 17 | 20 |
| M. Rakha Pratama | 14 | 19 |

| No. items | R hitung | Explanation |
|-----------------------|----------|-------------|
| Mahfud | 18 | 20 |
| Naila Azizah | 17 | 20 |
| Nor Halifah | 17 | 20 |
| Nur Amilia Safitri | 16 | 20 |
| Riduan | 18 | 20 |
| Risma Rahmiati | 18 | 20 |
| Siti Dita Nur Hidayah | 17 | 19 |

From the comparison of values between the test I and the test II it can be concluded that the average student has an increase in answering the question of vocabulary.

3. The Result of Student Activity in Class

a. Percentage of Student Activity

At this stage of the study the authors divide the observation sheet with the teacher who is teaching on July, 31st 2017 and August 2nd 2017 the student learning activities are divided into 3-4 groups due to the limited facilities of the laptop when research. To get student activity result then writer use formula like:

$$= \frac{\text{Score}}{\text{Maximal Score}} \times 100 \%$$

In this table the author only contains 6 students to calculate students' activeness :

Table 4.10 Example of The Observation Output

| No | Name | Aspect | | | | | Total | Qualification |
|----|------------|--------|---|---|---|---|-------|---------------|
| | | A | B | C | D | E | | |
| 1 | Aditya N.R | 4 | 4 | 4 | 3 | 2 | 17 | Very Active |
| 2 | Ahmadi | 2 | 2 | 3 | 3 | 2 | 12 | Enough |
| 3 | Aninsa | 4 | 4 | 3 | 3 | 2 | 16 | Active |
| 4 | Nurul I.A | 4 | 4 | 4 | 4 | 3 | 19 | Very Active |

| | | | | | | | | |
|---|------------|---|---|---|---|---|----|----|
| 5 | M. Al-Amin | 3 | 2 | 3 | 3 | 3 | 14 | A |
| 6 | Mahfud | 4 | 4 | 4 | 4 | 4 | 20 | SA |

There are 6 students as a sample to calculate the percentage of students' activeness in the class to know the category of student activity can be seen as follows:

- 1) The number of scores obtained Aditya is 17 and the maximum score is 20 = $17/20 \times 100\% = 85\%$ including very active category.
- 2) The number of scores obtained Ahmadi is 12 and the maximum score is 20 = $12/20 \times 100\% = 60\%$ including enough active category.
- 3) The number of scores obtained Annisa is 16 and the maximum score is 20 = $16/20 \times 100\% = 80\%$ including active category
- 4) The number of scores obtained Nurul is 19 and the maximum score is 20 = $19/20 \times 100\% = 95\%$ including very active category.
- 5) The number of scores obtained Al-amin is 14 and the maximum score is 20 = $14/20 \times 100\% = 70\%$ including active category.
- 6) The number of scores obtained by Mahfud is 20 and the maximum score is 20 = $20/20 \times 100\% = 100\%$ including very active category.

Criteria percentage of student activity results can be seen in the following table:

Table 4.11 Criteria Percentage of Students' Activity

| Score | Percentage | Qualification |
|---------|------------|---------------|
| 17 - 20 | 82% -100% | Very active |
| 13 -16 | 63% - 81% | Active |

| Score | Percentage | Qualification |
|--------|------------|---------------|
| 9 – 12 | 44% - 62% | Enough |
| 5 – 8 | 25% -43% | Not active |

b. Percentage Performance Results

In the data analysis the following is to know the result of percentage qualification on observation do in class. The results of the field are shown in the following table:

Table 4.12 Percentage Qualification on Observation

| A | | | | B | | | | C | | | | D | | | | E | | | |
|---|---|---|----|---|----|----|----|---|---|----|----|---|---|----|----|---|---|----|----|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 0 | 6 | 9 | 22 | 0 | 10 | 12 | 15 | 0 | 8 | 16 | 13 | 0 | 6 | 21 | 10 | 0 | 9 | 17 | 11 |

Explanation : 1 = not active ; 2 = enough active; 3 = active; 4 = very active

To know the percentage per qualification can be calculated by the formula:

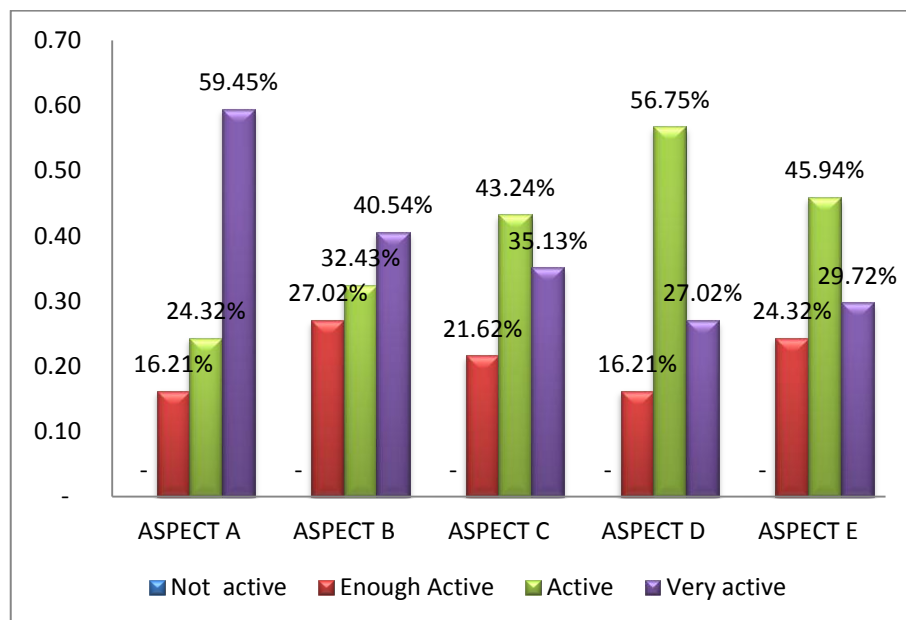
$$= \frac{\sum f}{\text{sample}} \times 100 \%$$

- 1) On aspect of A which is enough category = 6 people; active = 9 people and very active = 22 people. $6/37 \times 100\% = 16.21\%$; $9/37 \times 100\% = 24.32\%$; $22/37 \times 100\% = 59.45\%$
- 2) On the B aspect which is enough = 10 people; active = 12 people and very active = 15 people. $10/37 \times 100\% = 27.02\%$; $12/37 \times 100\% = 32.43\%$; $15/37 \times 100\% = 40.54\%$

- 3) On the C aspect which is enough category = 8 people; active = 16 people and very active = 13 people. $8/37 \times 100\% = 21.62\%$; $16/37 \times 100\% = 43.24\%$; $13/37 \times 100\% = 35.13\%$
- 4) On the D aspect which is quite enough category = 6 people; active = 21 people and very active = 10 people. $6/37 \times 100\% = 16.21\%$; $21/37 \times 100\% = 56.75\%$; $10/37 \times 100\% = 27.02\%$
- 5) On the E aspect which is quite enough category = 9 people; active = 17 people and very active = 11 people. $9/37 \times 100\% = 24.32\%$; $17/37 \times 100\% = 45.94\%$; $11/37 \times 100\% = 29.72\%$

Percentage per aspect qualification can be seen in the following diagram:

Figure 4.4 Percentage Aspects' Qualification



c. The Result of Percentage Aspect

In this case to calculate the result of percentage aspect by covering all observation result of student activeness in class by determining mean of data qualification and aspect data, using formula:

$$= \frac{\sum fx}{\text{maximal score} \times \text{sample}} \times 100\%$$

Results of qualification in the field have been loaded into the following table 4.13:

Table 4.13 Results of Qualification Aspect

| No | Aspect | Very Active | | Active | | Enough Active | | Not Active | | Classical of aspect |
|--------------|----------|-------------|--------|--------|-------|---------------|-------|------------|---|---------------------|
| | | f | % | f | % | f | % | f | % | |
| 1 | Aspect a | 22 | 59.46 | 9 | 24.32 | 6 | 16.22 | 0 | 0 | 85.81% |
| 2 | Aspect b | 15 | 40.54 | 12 | 32.43 | 10 | 27.03 | 0 | 0 | 78.38% |
| 3 | Aspect c | 13 | 35.14 | 16 | 43.24 | 8 | 21.62 | 0 | 0 | 78.38% |
| 4 | Aspect d | 10 | 27.03 | 21 | 56.76 | 6 | 16.21 | 0 | 0 | 77.70% |
| 5 | Aspect e | 11 | 29.73 | 17 | 45.95 | 9 | 24.32 | 0 | 0 | 76.35% |
| Averange | | 14.2 | 38.378 | 14.8 | 40 | 6.6 | 17.84 | 0 | 0 | 79.32% |
| Classical | | 79.32% | | | | | | | | |
| Qualificaton | | Active | | | | | | | | |

The total number of acquisition scores on the observation is 587. So we could calculate the percentage of aspect or the percentage of average student

activity, as follows: $587 / (37 \times 20) \times 100\% = 79.32\%$ active category. And the other output of observation, as following :

Table. 4.4 Results of Qualification Aspect

| No | Aspect | Very active | | Active | | Enough active | | Not active | | Classical of aspect |
|--------------|----------|-------------|--------|--------|--------|---------------|--------|------------|--------|---------------------|
| | | f | % | f | % | f | % | f | % | |
| 1 | Aspect a | 18 | 48.65% | 16 | 43.24% | 2 | 5.41% | 1 | 2.70% | 84.46% |
| 2 | Aspect b | 6 | 16.22% | 14 | 37.84% | 14 | 37.84% | 3 | 8.11% | 65.54% |
| 3 | Aspect c | 8 | 21.62% | 21 | 56.76% | 8 | 21.62% | 0 | 0.00% | 75.00% |
| 4 | Aspect d | 5 | 13.51% | 11 | 29.73% | 14 | 37.84% | 7 | 18.92% | 59.46% |
| 5 | Aspect e | 13 | 35.14% | 9 | 24.32% | 14 | 37.84% | 1 | 2.70% | 72.97% |
| Averange | | 10 | 27.03% | 14 | 38.38% | 10 | 28.11% | 2 | 6.49% | 71.49% |
| Classical | | 71.49% | | | | | | | | |
| Qualificaton | | Active | | | | | | | | |

The output of this observation could be concluded that the results of students' activeness in the classroom when playing Fast Hands game in learning English is very active 71.49 % or in manual calculated is the total number of acquisition scores on the observation is 529. So we could calculate the percentage of aspect or the percentage of average student activity, as follows: $529 / (37 \times 20) \times 100\% = 71.49\%$ active category.

Criteria percentage of student activity results could be seen in the following table:

Table 4.15 Criteria Percentage of Students' Activity

| Score | Percentage | Qualification |
|---------|------------|---------------|
| 17 - 20 | 82% -100% | Very active |
| 13 -16 | 63% - 81% | Active |
| 9 – 12 | 44% - 62% | Enough |
| 5 – 8 | 25% -43% | Not active |

4. Simple Linear Regression Test

A simple linear regression is a statistical method that works to examine which correlation or causal influence between the causal factor variable (X) on the resultant variable (Y). In this research variable X is Fast Hands game and variable Y is motivation. The simple linear regression equation model is as follows:

$$Y = a + bX$$

Y = dependent variable (Fast Hands)

X = independent variable (Motivation)

a = constants

b = independent variable coefficient

The values of a and b could be calculated using the following formula:

$$a = \frac{\sum X^2 - \sum Y - \sum X \sum (XY)}{n \sum Y^2 - (\sum X)^2}$$

$$b = \frac{n \sum XY - \sum X \cdot \sum Y}{n \sum X^2 - (\sum X)^2}$$

The following is the data collected during the research using the Microsoft Excel 2010 program, in the following table 21:

Table 4.16 Simple Linear Regression

| X | Y | X² | Y² | XY |
|----------|----------|----------------------|----------------------|-----------|
| 27 | 26 | 729 | 676 | 702 |
| 27 | 24 | 729 | 576 | 648 |
| 27 | 22 | 729 | 484 | 594 |
| 28 | 25 | 784 | 625 | 700 |
| 32 | 28 | 1024 | 784 | 896 |
| 32 | 27 | 1024 | 729 | 864 |
| 36 | 24 | 1296 | 576 | 864 |
| 37 | 23 | 1369 | 529 | 851 |
| 38 | 29 | 1444 | 841 | 1102 |
| 37 | 25 | 1369 | 625 | 925 |
| 38 | 29 | 1444 | 841 | 1102 |
| 20 | 22 | 400 | 484 | 440 |
| 37 | 25 | 1369 | 625 | 925 |
| 38 | 26 | 1444 | 676 | 988 |
| 37 | 26 | 1369 | 676 | 962 |
| 38 | 31 | 1444 | 961 | 1178 |
| 32 | 27 | 1024 | 729 | 864 |
| 36 | 29 | 1296 | 841 | 1044 |
| 33 | 25 | 1089 | 625 | 825 |
| 33 | 28 | 1089 | 784 | 924 |
| 37 | 25 | 1369 | 625 | 925 |
| 38 | 26 | 1444 | 676 | 988 |
| 36 | 28 | 1296 | 784 | 1008 |
| 36 | 27 | 1296 | 729 | 972 |
| 34 | 22 | 1156 | 484 | 748 |
| 37 | 25 | 1369 | 625 | 925 |
| 38 | 30 | 1444 | 900 | 1140 |
| 36 | 30 | 1296 | 900 | 1080 |
| 37 | 26 | 1369 | 676 | 962 |
| 33 | 33 | 1089 | 1089 | 1089 |
| 38 | 29 | 1444 | 841 | 1102 |
| 37 | 34 | 1369 | 1156 | 1258 |
| 37 | 31 | 1369 | 961 | 1147 |
| 36 | 35 | 1296 | 1225 | 1260 |

| X | Y | X ² | Y ² | XY |
|-------------|-------------|-----------------------|-----------------------|--------------|
| 38 | 28 | 1444 | 784 | 1064 |
| 38 | 31 | 1444 | 961 | 1178 |
| 36 | 35 | 1296 | 1225 | 1260 |
| 1285 | 1016 | 45255 | 28328 | 35504 |
| ΣX | ΣY | ΣX² | ΣY² | ΣXY |

$$\begin{aligned}
 \text{a. } a &= \frac{\sum x^2 - \frac{(\sum X)^2}{n}}{n \sum Y^2 - (\sum X)^2} \\
 &= \frac{(1016)(45255) - (1285)(35504)}{37(45255) - (1285)^2} \\
 &= \frac{45979080 - 45622640}{1674435 - 1651225} \\
 &= \frac{356440}{23210} = 15.357 \text{ (if Fast Hands game (X) equal to zero (did not}
 \end{aligned}$$

have change), so that students' motivation (Y) is 15.357)

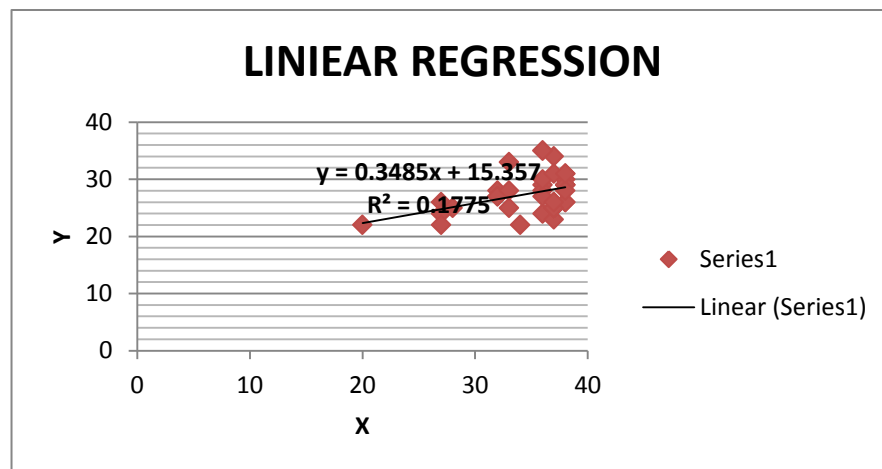
$$\begin{aligned}
 \text{b. } b &= \frac{n \sum XY - \sum X \cdot \sum Y}{n \sum X^2 - (\sum X)^2} \\
 &= \frac{37(35504) - (1285)(1016)}{37(45255) - (1285)^2} \\
 &= \frac{1313648 - 1305560}{1674435 - 1651225} \\
 &= \frac{8088}{23210} = 0.3485 \text{ or } 348 \text{ (regression positive coefision (linear) is}
 \end{aligned}$$

+0.3485 it means that if Fast Hands (X) increase as 1. So that motivation (Y) would be increase 0.3485)

Could be entered into regression equation model **Y = 15.357 + 0.3485 X.**

Next create a regression graph to know the linear line as below:

Figure 4.5 Linear Regression Graph



Expressed linearly if the line is straight upwards it can be concluded that this research is linear.

5. Hypothesis Test (T-Test)

To test whether the proposed hypothesis is accepted or rejected statistics used t:

- a. If $-t_{table} \leq t_{hitung} \leq +t_{table}$ then H_0 accepted and H_a rejected,
- b. If $t_{hitung} \leq -t_{table}$ or $t_{hitung} > +t_{table}$ then H_0 is rejected and H_a accepted.

In t test this is done on degrees of freedom ($n-k-1$), where n is the number of respondents and k is a variable. To increase the confidence used is 95% or $\alpha = 5\%$. Sample (n) = 37; variable (k) = 1

So the degree of freedom: $37 - 1 - 1 = 35$, then t_{table} obtained is 2.0301 T-Test calculation using SPSS 22 program following output of SPSS:

Table 4.17 Output of Hypothesis

| Coefficients | | | | | | |
|--------------|-----------------------------|------------|---------------------------|------|-------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | |
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | 15.357 | 4.435 | | 3.463 | .001 |
| | X | .348 | .127 | .421 | 2.748 | .009 |

a. Dependent Variable: Y

Based on the table. 22 the variable X (fast hands game) t_{hitung} of 2.748 thus $t_{hitung} > t_{table}$ ($2,748 > 2.030$) which statistically, variable X (Fast Hands game) affect variable Y (Motivation) or H_0 rejected and H_a accepted. In conclusion there is a significant influence of the use of Fast Hands game to the motivation of students in the class VII MTs Kebun Bunga Banjarmasin.

B. Discussion

After all of data has been obtained from questionnaire, observation and test result that to the applying teaching and learning in MTs Kebun Bunga Banjarmasin. The writer is going to interpreting and explaining the implication and limitation of the findings based on the related theoretical review.

1. Students' Motivation in Learning Vocabulary

The used of media in learning is enough to increase the students' motivation to vocabulary learning is significantly proven from the acquisition score of 20 (54.05%) students are below the mean score and 17 (45.94%) students are above the score average. However, the influence of the Fast Hands game influences the students'

motivation, the average of their questionnaire answers, including the motivated with agree and disagree results in negative statements, including the motivated. According to Rohani (in Nurjanah, 2013, p.4) "The role of instructional media is to generate new learning interest and generate motivation of student learning activities ". In the opinion of Rowntree and Mc Known (in Nurjanah, 2013, p.4) "The function of instructional media is to generate student learning motivation". Of course with the development of science and technology, we need to add media that can help the teachers in generating student learning motivation. Especially in English subjects that seem to be boring in the eyes of today's students.

2. Influence of Fast Hands Game in Learning Vocabulary

The use of this method in vocabulary lessons influenced the results of their answers on test I and test II proved as many as 12 people answered correctly 18 items in the test I then on test II as many as 20 people answer correctly 20 items or all true.

3. Influence of Fast Hands Game to Students' Activity in The Class

Games performed in class in groups because limited availability of laptop facilities can affect student activeness proved that 71,49 % and 79.32% of students active in learning vocabulary using Fast Hand game.

4. Influence of Fast Hands Game to Students' Motivation

The use of Fast Hands game affects the students' motivation. It is proved that the straight line that shows the linear result is on the regression equation $Y = 15.357 + 0.3485 X$ and the result of hypothesis there is a significant influence of the use of Fast Hands to the students' motivation on grade VII at MTs Kebun Bunga Banjarmasin.