

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, researcher presents the data description of the eight grade students of MTs Al-Istiqamah Pengambangan Banjarmasin about process of teaching-learning process by using whispering game. To find out more about the students' vocabulary who use and do not use whispering 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 MTs Al-Istiqamah Pengambangan Banjarmasin for eight grade students have been done twelve times in four 6 weeks, for class VIII that is taught by Mr. Normansyah, S.Pd.I.

Before doing the research, the researcher analyzes the instrument whether the instrument is valid and reliable or not by using SPSS 22 program.

Before applying the instrument in both Experimental and Control class, the writer analyzed the instrument whether it is valid and reliable or not. The writer used SPSS statistic 22 program to analyze the validity and reliability of the instrument.

Table 4.1 Analysis of Validity Instrument

Case Processing Summary			
	N	%	
Valid	16	100	
Total	16	100	

Correlations by Pearson			
Item	r_{hitung}	r_{tabel} ($\alpha = 0.05$; $n = 25$)	Decision
X1	0.496	0.349	Valid
X2	0.701	0.349	Valid
X3	0.791	0.349	Valid
X4	0.399	0.349	Valid
X5	0.424	0.349	Valid
Jumlah	1	0.349	Valid

The writer used SPSS statistic 22 program to test the validity of the instrument. Based on table 4.1, those 5 items; 0.496, 0.701, 0.791, 0.399, 0.424. To test whether those instruments are valid or not, the writer compared both value of (r_{hitung}) and (r_{tabel}). If (r_{hitung}) is higher than (r_{tabel}) those item of instruments are valid. Based on *Case Processing Summary* the number of sample validity instrument was 16 students. Comparing to (r_{tabel}), 16 students

with significance 5% is (0.349). The conclusion, 5 item of the instruments were valid because those items higher than (r_{tabel}). ($0.496 > 0.349$), ($0.701 > 0.349$), ($0.791 > 0.349$), ($0.399 > 0.349$), ($0.424 > 0.349$).

Table 4.2 Analysis of Reliability Instrument

Reliability Statistic	
Cronbach's Alpha	N of Items
.712	11

The writer used SPSS statistic 22 program to test the reliability of the instrument. From the table 4.2, the data showed that Cronbach's Alpha was 0.712, it means that the instruments of the research were very high reliability.

Table 4.3 Test of Normality from Experimental and

Control class (Pre-Test)

One-Sample Kolmogorov-Smirnov Test

Pre-Test	Experimental	Control
N	16	16
Asymp. Sig. (2-tailed)	.060 ^c	.016 ^c

Based on table 4.3, the writer compared the normality test of pre-test from both Experimental and Control class which was calculated from SPSS statistic 22 program. The writer used *One-Sample Kolmogorov-Smirnov Test*, the result showed that *P-value* from

both Experimental and Control class were 0.060 and 0.016. If the significance level (p value > 0.05) then the data is normally distributed.

The *P-value* of Experimental class was 0.060 with significance 0.05, it means that the result of pre-test of Experimental class was higher than the significance ($0.060 > 0.05$). The *P-value* of Control class was 0.016 with significance 0.05, it means that the result of pre-test of Control class was higher than the significance 0.05 ($0.016 > 0.05$). From the calculated data above, it showed that the result of pre-test from both Experimental and Control class were normally distributed.

**Table 4.4 Test of Normality from Experimental and
Control class (Post-Test)**

One-Sample Kolmogorov-Smirnov Test

Pre-Test	Experimental	Control
N	16	16
Asymp. Sig. (2-tailed)	.022 ^c	.017 ^c

Based on table 4.4, the writer compared the normality test of pre-test from both Experimental and Control class which was calculated from SPSS statistic 22 program. The writer used *One-Sample Kolmogorov-Smirnov Test*, the result showed that *P-value* from both Experimental and Control class were 0.022 and 0.017. If the significance level (p value > 0.05) then the data is normally distributed.

The *P-value* of Experimental class was 0.022 with significance 0.05, it means that the result of pre-test of Experimental class was higher than the significance ($0.022 > 0.05$). The

P-value of Control class was 0.017 with significance 0.05, it means that the result of pre-test of Control class was higher than the significance 0.05 ($0.017 > 0.05$). From the calculated data above, it showed that the result of pre-test from both Experimental and Control class were normally distributed.

Table 4.5 Test of Homogeneity from Experimental and

Control class (Pre-Test)

	Sig.
Pre-Test	.445

Based on table 4.5, the result of homogeneity test of Pre-Test which was calculated from SPSS 22 program from both Experimental and Control class were 0.445 with significance 0.05. It means the result of homogeneity test from both Experimental and Control class were higher than the significance ($0.445 > 0.05$) then the data were homogeneous.

Table 4.6 Test of Homogeneity from Experimental and

Control class (Post-Test)

	Sig.
Pre-Test	.245

Based on table 4.6, the result of homogeneity test of Pre-Test which was calculated from SPSS 22 program from both Experimental and Control class were 0.245 with significance 0.05. It means the result of homogeneity test from both Experimental and Control class were higher than the significance ($0.245 > 0.05$) then the data were homogeneous.

Table 4.7 Hypothesis Testing**Using Independent Sample T Test****Group Statistic**

Class	N	Mean	Std. Deviation
Experimental	16	78.75	19.958
Control	16	58.75	10.247

Based on table group statistic 4.7, the data showed that the sample for each class from both Experimental and Control class was 25 students. The result of mean score from both classes were 78.75 and 58.75, while the (standard deviation) were 19.95 and 10.24.

Independent Sample T Test table below was used by the writer to test the equality variances from both Experimental and Control class by using Levene's Test, with hypothesis:

Ho : There is no difference variances for both Experimental and Control class

Ha : There is difference variances for both Experimental and Control class

The decisions were:

If $\alpha = 0.05 > Sig.$ (2 tailed), Ho accepted and Ha rejected.

If $\alpha = 0.05 < Sig.$ (2 tailed), Ho rejected and Ha accepted.

Table 4.8 Levene's Test for Equality of Variances

Independent Sample T Test			
	Sig.	Df	Sig. (2 tailed)
Equal variances assumed	.710	30	.001
Equal variances not assumed		22.394	.002

Based on table 4.8, the data showed that $P\text{-value} = 0.710$, due to $P\text{-value}$ ($0.710 > 0.05$), then it can be concluded that H_0 accepted and H_a rejected. It means that there is no difference variance for both Experimental and Control class, in other words the data were homogenous. Thus, the writer used (*equal variances assumed*).

Due to the data from the Levene's Test showed that there is no difference variances from both Experimental and Control class, then the writer used *uji-t* for both samples with the assumption that both classes were variances. The hypothesis as follows:

$H_0 : \mu_1 = \mu_2$: There is no significant result of students' vocabulary who taught by using whispering game.

$H_a : \mu_1 \neq \mu_2$: There is significant result of students' vocabulary who taught by using whispering game.

From the result of t-test above, the data showed that $P\text{-value} = 0.002$, because $P\text{-value}$ ($0.002 < 0.05$), then H_0 rejected and H_a accepted. It means that there is significant result of students' vocabulary who taught by using whispering on students' learning vocabulary.

Description about the students' vocabulary achievement using whispering game and without using whispering game in the class VIIIb and VIIIA.

The researcher conducted the English vocabulary test for the eighth grade at MTs Al-Istiqamah Pengambangan Banjarmasin 4th of september, 13th of September, 14st September, 18th of September, 20th of September, and 21 th September in class VIIIA and VIIIb. The scoring is based on objective test score.

The total score of every students counted by Brown's formula so that the maximum score is 100. So, based on the table above, it shows that the highest score of students who use snake and ladder game as pictorial media is 100 and then, the lowest score is 40, and accumulate score is 1290. More information can be seen in appendix 8.

Based on the result of the test, it is found that the categories of the vocabulary acheivement of students who use whispering game of eighth grade at MTs Al-Istiqamah Pengambangan Banjarmasin are categorized in:

- a. Excellent category, 12 students (85%) with score 80-100
- b. Good category, 0 students (0%) with score 70-79
- c. Fair category, 2 students (7.84%) with score 60-69
- d. Low category, 1 student (3,58%) with score 50-59
- e. Poor category, 1 student (3,58%) with score 0-49

Table 4.9 The frequency distribution of the vocabulary achievement paragraph and category of students who use snake and ladder game

No	Score	Frequency	Percentage	Categories
1	80-100	12	85%	Excellent
2	70-79	0	0%	Good
3	60-69	2	7.84%	Fair
4	50-59	1	3.58%	Low
5	0-49	1	3.58%	Poor
		16	100	

To know the students' vocabulary achievement of who use whispering game on eight grade at MTs Al-Istiqamah Pengembangan Banjarmasin the researcher uses the accounting of Mean formula as follows:

$$M_x = \frac{\sum f \times}{N}$$

$$M_x = \frac{1290}{16}$$

$$M_x = 80.62$$

Thus the students' vocabulary achievement who use whispering game on eighth grade at MTs Al-Istiqamah Pengembangan Banjarmasin can be concluded in excellent category. For the result of students' vocabulary achievement without using whispering game in class VIIIb can be seen in appendix 7.

The total score of every students counted by Brown's formula so that the maximum score is 100. So, based on the table above, it shows that the highest score of students who use snake and ladder game as pictorial media is 100 and then, the lowest score is 30, and accumulate score is 1110. More information can be seen in Appendix 9.

Based on the result of the test, it is found that the categories of the vocabulary achievement of students who do not use whispering game of eighth grade at MTs Al-Istiqamah Pengembangan Banjarmasin are categorized in:

- a. Excellent category, 8 students (78,58%) with score 80-100
- b. Good category, 2 students (7,14%) with score 70-79
- c. Fair category, 1 students (3,57%) with score 60-69
- d. Low category, 2 student (7,14%) with score 50-59
- e. Poor category, 3 student (10,71%) with score 0-49

Table 4.10 The frequency distribution of the vocabulary achievement and category of students who does not use whispering game.

No	Score	Frequency	Percentage	Categories
1	80-100	8	78,58%	Excellent
2	70-79	2	7,14%	Good
3	60-69	1	3,57%	Fair
4	50-59	2	7,14%	Low
5	0-49	3	10,71%	Poor
		16	100	

To know the vocabulary achievement of students who do not use whispering game on eighth grade at MTs Al-Istiqamah Pengambangan Banjarmasin the researcher uses the accounting of Mean formula as follows:

$$M_x = \frac{\sum f \times}{N}$$

$$M_x = \frac{1110}{16}$$

$$M_x = 69,37$$

Thus the students' vocabulary achievement who do not use whispering game on eighth grade at MTs Al-Istiqamah Pengambangan Banjarmasin can be concluded in good category

The researcher makes a conclusion.

1. To know the students' vocabulary between students who use and do not use whispering game with the analysis below

- a. H_a : Students' vocabulary who use whispering game better than student's vocabulary achievement who do not use whispering game ($M_{x1} > M_{x2}$)
- b. Mean students' vocabulary who use whispering game:

$$M_{x1} = 78,75$$

Mean students' vocabulary who do not use whispering game:

$$M_{x2} = 58,75$$

So, students' vocabulary who use whispering game is better than student's vocabulary achievement who do not use whispering game.

2. After that to know the differences students' vocabulary between students who use and do not use whispering game of eighth grade at MTs Al-Istiqamah Pengambangan BANJARMASIN.

- Consulting score of "db/df" with " t_{table} "

T_{table} Value of critic “t”

- In significant degrees t table 5% = 1,69
- In significant degrees t table 1% = 2,46
- Making hypothesis interpretation:
 - H_0 (Null Hypothesis): there is any significant difference.
 - H_a (Alternative Hypothesis): there is no significant difference.
 - Consulting “ t_{count} ” with “ t_{table} ”

$$3,566 < 1,69$$

$$\frac{df}{db} = (N_1 + N_2 - 2)$$

$$\frac{df}{db} = (16 + 16 - 2)$$

$$= 30$$

Thus, $t_{count} = 3,566 < t_{table} 5\% = 1,69$. is higher than t_{table} H_0

Null Hypothesis) is rejected and (Alternative Hypothesis) is accepted. By this result, the researcher concludes that **is accepted**.

As a result, there is significant difference in students who use and do not use whispering game in their vocabulary of eight grade at MTs Al-Istiqamah Pengembangan Banjarmasin.

B. Discussion

From the statistical measurement above shows that (Null Hypothesis) is rejected; (Alternative Hypothesis) is accepted, because value of is higher than of (value of critic “t”). It means:

- “there is significant difference in students” vocabulary achievement by whispering game between pre-test and post-test in class Vb”.

- “there is significant difference in students” vocabulary using and without using whispering game of eighth grade at MTs Al-Istiqamah Pengembangan Banjarmasin”.

Based on result of the test there are different highest and lowest scores of the test. The highest score of students who use whispering game is 100 and the highest score of students who do not use whispering game media is 100. While the lowest score of the students who use whispering game is 30 and the lowest score of the students who do not use whispering game is 30.

Based on the table 4.9, vocabulary of students who use whispering game with objective test score. This evidence supports the claims of Yumarlin (2013) whispering game can help students to develop their vocabulary easier.

Based on the table 4.10, vocabulary of students who do not use whispering game with objective test score.

Based on the result of the test, there are significance differences between the highest and lower score. The highest score of the tests students” vocabulary who use whispering game total score is 100. The highest score of the test of the vocabulary students who do not use whispering game total score is 100. And then the lowest score of the vocabulary of students who use whispering game total score is 30. The lowest score of vocabulary students who do not whispering game total score is 30.

The researcher also finds a difference mean score between the students who use and do not use whispering game. The mean score of the students who use whispering game is 78,75, it means the vocabulary of students who use whispering game is in excellent category. In other hand, the mean score of students who do not use whispering game is 58,75 it means the vocabulary achievement of students who do not use snake and ladder game as pictorial media 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 subjects or is higher than . In conclusion, there is significant different in vocabulary between students who use and do not use whispering game.

According to the result of the research, the students who use whispering game can their vocabulary development besides the students who do not use whispering game also increased. It is because students who use whispering game was not focus the objective of the study, but they are just have fun with the game. According to Sadiman (2009), playing game has weaknesses they are: 1. because of fun, the students just play and do not pay attention to the rules. 2. In simulating social game, almost of all students get the wrong impression. 3. Many games are only involved few students, besides the involvement of all students is important to make the learning process can be more effective and efficient.