

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

#### **A. Research Description**

This research was done on the seventh grade students at SMPN 2 Jatirejo, Mojokerto three meetings. Actually this research was out of the researcher's planning. The researcher needed four times to hold this study in experimental class but the headmaster gave the permission three times only It was because the students had class meeting at the same time. So, this research was done in the next week after the final test.

A researcher looked for the data by testing the students. The testing was done at two classes. B class was experimental class and A class was control class. Both of them have same average of final score at the last semester. The researcher got this information from the English teacher.

##### **1. The Research Result on 16 June 2013**

The first research was held on 16 June 2013 in experimental and control class. Pre-test was done in order to know the competence of seventh grade students in mastering English vocabulary.

On that meeting, the researcher invited the students to learn English vocabulary by giving pre-test. The researcher asked the students to do the test with the instructions, but the researcher did not give explanation in order to know the real vocabulary ability of students. The researcher asked the English teacher to monitor the control class. It was because the researcher couldn't monitor the test at the two classes at the same time.

a. Preparation

The researcher prepared pre-test about English vocabulary which was contained procedure text's vocabulary. The test consisted of twenty questions, and both of class there were twenty eight students. The researcher distributed the worksheet of pre-test.

b. Implementation

1) Opening

The researcher greeted to the students, and then the researcher introduced herself and explained what she was going to do.

## 2) Lead In

The researcher instructed to the students to do the test, and then the researcher gave pre-test sheets to the students. After the students finished, the researcher asked the students to collect paper test in front of the class.

## 3) Closing

The researcher said thank you and closed the meeting. The researcher reminded them to study for the next meeting. Then, the researcher closed the meeting.

### c. Observation Result

Both of the experimental and control class, the students did the test carefully when the researcher gave pre-test. The researcher explained the purpose of the test and instructed the students to do the test by their selves. Pretest helps to know and measure their real ability. Although some students unfamiliar with the vocabulary given by the researcher.

The students submitted the worksheet on time. Even though some the students left some questions blank. When the students did the test, they felt afraid if they did not do the test well and their

score was bad. This is because they are some new words which is they didn't know its meaning before. Test was done fluently and successfully. The result of pre-test score can be seen on the appendix.

The table showed that most of the students in experimental class couldn't answer the right answer less than ten questions. Students who got best score in the experimental class, they are: Almar'atul Ikromah, Ismiatu Shoumi'ah and Niela Zulfa Khodijah. In control class, there are two students who got same score, they are: Imam Munif and Miftakhur Rohmah.

## 2. The Research Result on 17 June 2013

The second research was held on 17 June 2013, on the second meeting the researcher held the first treatment in VII B as an experimental class.

### a. Preparation

The researcher greet to the students, after that the researcher informed to the students that the researcher would ask the students to play a game related to the material.

b. Implementation

1) Opening

The researcher asked to the students about vocabulary related procedure text to the students in order to know their vocabulary ability before giving treatment.

2) Lead In

The researcher gave explanation to the students about “Slap the Word” game and gave the instruction too. The researcher mentioned some words during the game. When the students heard the words, they did the race game. The researcher monitored the students’ work. After all, the researcher asked the students to do assignment in their worksheet.

3) Closing

The researcher gave feedback to the students before closing the meeting, and then the researcher closed the meeting and informed to the students that they would play “Slap the Word” game once again in the next meeting.

### c. Observation Result

Students were very excited and enjoy when they were given “Slap the Word” game. The atmosphere in the class was really difference than usual. B class became active because the researcher felt the enthusiastic of the students. After playing the game the researcher asked to the students the meaning of words and explained to the students about the words on the whiteboard. Then, the researchers ensured that students have understanding on vocabularies today. Then, the researcher drilled the students and they answered the question carefully.

### 4. The Research Result on 18 June 2013

The research on 18 June 2013 was the last research. The researcher gave last treatment, gave worksheet of post-test, and questionnaire. The researcher gave the post-test in the control class at the same time. Like pre-test, the researcher was needed the English teacher to monitor the control class. All of them seemed ready and had good preparation for doing the test. The students played “Slap the Word” game again in the experimental class.

#### a. Preparation

The researcher greet the students, the researcher gave some questions to the students as warmer to stimulate them about the vocabulary in the last lesson.

a. Implementation

1) Opening

The researcher asked to the students to make list of difficult words and wrote down on the whiteboard. The researcher asked to the students to guess difficult words by using “Slap the Word” game once again as a treatment.

2) Lead In

The researcher gave instruction to do the test. The researcher gave the worksheet of post-test to the students and the researcher asked students to collect the test if they finished.

3) Closing

The researcher closed the meeting and informed that day was the last day to do the research and the last researcher said many thanks and apology to the students.

#### b. Observation Result

The students enjoyed the lesson. It can be seen from students' engagement. When played the game, they look so happy and entertained. They laugh together with their friends if their friend couldn't guess the right word. They seemed enthusiastic with the game than if they studied manually with drill method only. They also asked some questions if they were not understand what the meaning of another difficult word which was not written on the whiteboard.

Beside that, in this second treatment some students seemed bring a dictionary. They did it because they wanted to avoid the wrong words. On that time all students attended the class, no one who were absent in the last meeting. The treatment went fluently and the students did the test seriously. Some of the students felt that the test was easy and they were familiar with the words. Some students finished their test before and the post-test score could be shown in the appendix.

### **B. Research Finding**

“Slap the Word” game is used to know the influence of the students' vocabulary mastery. This study is conducted to find out whether there is a



significant difference between the students who are taught using game and those who are taught without game. The researcher used quantitative approach to analyze the result of test and qualitative to analyze the result of questionnaire.

## 1. Test Result

### a. The result of post-test

The aim of this part was to find out the improvement in the pre-test and post-test score of the experimental and the control groups. The data were collected from the pre-test and post-test of both of groups. There were several steps to analyze the data. First, the researcher put the score of the pre-test and post-test of experimental and control groups in the table. Second, the researcher calculated the pre-test score and the mean. The result of the experimental and the control groups were presented in the following table.

Table.4.1

The pre-test score and the means of experimental and control groups.

<b>Group</b>	<b>N</b>	<b>Total Score</b>	<b>Mean</b>
Experimental	28	1435	51,25
Control	28	1515	54,1

The table showed that the sum of the pre-test scores is 1435 for the experimental groups and 1515 for the control groups. While, the mean of the pre-test scores of the experimental group was 51,25 and the control group was 54,1. It means that the students of the two groups have difference of ability before the treatments were given.

Pre-test in the experimental and control group was attended by 28 students and so was the post-test. After giving the pre-test, the researcher gave treatment to the experimental. For the experimental groups, the researcher used “Slap the Word” game, for the control group the researcher didn’t use it. Then, the post-test was conducted.

The first meeting was pre-test which all of the students from both groups were present in their meeting. The researcher gave pre-test to those groups without game. Many students could not achieve the minimum score (70).

b. The result of post-test

Based on the result of the pre-test, the researcher conducted the treatment to know whether “Slap the Word” game influence students’ vocabulary mastery. The treatments were done twice, on June 17<sup>th</sup> and also June 18<sup>th</sup>. Both of the treatment use procedure text as the topic.

The score of the test after the second treatment was improved. It meant that, the students’ vocabulary mastery was increased. The post test was held to both of experimental and control groups on the same time. The

purpose of post-test was to know whether there were improvements in the student's achievements on vocabulary procedure text in experimental group by using game. The result of the post-test score and mean of the experimental and control groups were presented in following table.

Table 4.2

The post-test score and the means of experimental and control groups.

<b>Group</b>	<b>N</b>	<b>Total Score</b>	<b>Mean</b>
<b>Experimental</b>	28	2255	80,5
<b>Control</b>	28	2035	72,7

From the result of pre-test and post-test scores of experimental group, we could see that the post-test score was higher than pre-test. It can be seen through the following table.

Table 4.3

The Improvement of Experimental and Control Group

<b>Group</b>	<b>Mean</b>		
	<b>Post-test</b>	<b>Pre-test</b>	<b>Improvement</b>
<b>Experimental</b>	80,5	51,2	29,3
<b>Control</b>	72,7	54,1	18,6

Pre-test score of the experimental group was lower than control one.

The opposite after giving treatment, post-test score of the experimental

group was higher than the control one. Then the researcher calculated the two meant post-test scores by using t-test formula to know whether it was significant or not.

c. Standard deviation of each group

After researcher gave the post-test, then the researcher calculated the different meaning of the post-test score between experimental and control groups to know whether the result different was significant or not between both of groups. Then, the result was analyzed by using Standard Deviation formula. This table presented the result of the calculation.

Table 4.4  
The result calculation of standard deviation (SD).

<b>Group</b>	<b>N</b>	<b>SD</b>
<b>Experimental</b>	28	9,84
<b>Control</b>	28	12,35

Result on the data in table above, the standard deviation (SD) of the experimental group 9,84 was lower than control group 12,35. It meant that there were the differences of the post-test scores between experimental groups and control.

d. The calculated of homogeneity test

The researcher used Homogeneity test was used to compare the biggest variants and the smallest variants. After calculating Homogeneity test, the researcher could determine which T-test that would be used. The researcher uses variants homogeneity test by Hartley test with the following formula:

$$F_{hit} = \frac{S_1^2}{S_2^2}$$

$$F_{hit} = \frac{152,5}{96,04}$$

$$F_{hit} = 1,58$$

1) Determining Hypothesis

$H_o$  : sample is from population that has variants homogeneity

$H_i$  : sample is from population that has not variants homogeneity

2) Determining alpha ( $\alpha$ ) = 0, 05

3) Find the F score

$$dk_{pembilang} = 28 - 1 = 27$$

$$dk_{penyebut} = 28 - 1 = 27$$

$$F_{table} = (0,05 ; 27,27) = 1,905$$

4) Conclusion

$1,58 > 1,905$ ,  $H_0$  is received, F score smaller than F table. So the sample is from population that has variants homogeneity. In Sugiyono's book, he stated if  $n_1 = n_2$  and the sample has variants homogeneity<sup>1</sup>, its mean the researcher can use Separated Variants formula or Polled Variants formula.

e. The calculated of t-test.

Then, the researcher found the significant difference between both classes using t-test Separated Variants.

1) Calculated t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{80,5 - 72,7}{\sqrt{\frac{96,4}{28} + \frac{152,5}{28}}}$$

$$t = \frac{7,8}{\sqrt{3,43 + 5,4}}$$

$$t = \frac{7,8}{\sqrt{8,8}}$$

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<sup>1</sup> Sugiyono, *Statistika Untuk Pendidikan* (Bandung: Alfabeta, 2011)p.139

$$t = \frac{7,8}{2,96}$$

$$t = 2,6$$

2) Hypothesis

$H_0$  = There is no influence after applying “Slap the Word” game on students’ vocabulary mastery at SMPN 2 Jatirejo, Mojokerto.

$H_a$  = There is influence after applying “Slap the Word” game on students’ vocabulary mastery at SMPN 2 Jatirejo, Mojokerto

3) Determining alpha ( $\alpha$ ) = 0,05

4) After all data calculate, the number of degree of freedom was calculated.

The formulas is:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (28 + 28) - 2 \\ &= 56 - 2 \\ &= 54 \text{ (} t_{\text{tabel}} = 2,004 \text{)} \end{aligned}$$

5) Conclusion

$2,004 < 2,6$ ,  $H_0$  is refused. From the calculation above, t-value comparing with t-table distribution with significant 0,05 and degree of freedom (df) 54. It was found that t-table was 2,004 while the result of t-value was 2,6.

So it was clear that there was significant different between the students' mastery vocabulary who were taught by "Slap the Word" game and who were not taught by "Slap the Word" game. In other words, the use of "Slap the Word" game on students' vocabulary mastery at SMPN 2 Jatirejo, Mojokerto in the experimental group is increase than the control group who were not taught by "Slap the Word" game.

## 2. Questionnaire result

After applying "Slap the Word" game in teaching vocabulary class, the researcher wanted to know the students' response about the strategy used by the teacher. To gain data of the students' responses, the researcher used questionnaire. After collecting the result of the questionnaires, the researcher made tabulation and formulated the result of the questionnaires in the percentage form. The results of the questionnaires are explained below:

Table 4.5  
Students' responses about learning English

No	Variable	Option			
		A	B	C	D
1.	Pupils excited by learning English.	14,3%	82,1%	3,6%	-



From the table above, almost all of the students answered that they were interested in learning English. They were only 3,6% of students who answered that they were not interested in learning English. Based on the interview with student who didn't answer A, actually she really interested in learning English but there were some obstacles that makes her understanding in vocabulary is lack.<sup>2</sup>

Table 4.6  
Students' difficulty in learning English

No	Variable	Option			
		A	B	C	D
2.	Pupils often find have difficult vocabulary in learning English	28,6%	64,3%	7,1%	-

From the tables, there were 28,6% students answered that they quiet found difficulty vocabulary and there were 64,3% students answered they often found difficult vocabulary in learning English. The reason of the students answer B was because they didn't understand the meaning of those words. When the researcher gave solution to search those difficult word on dictionary, some of them answered that they didn't have dictionary and some of them answered they have dictionary but they were

<sup>2</sup> Interview with Wandha as a student in experimental class, June 17<sup>th</sup>, 2013

lazy to bring it. They told to the researcher, dictionary was heavy and they preferred to ask their friend if they got difficulties.

Table 4.7  
Teacher's role in learning vocabulary

No	Variable	Option			
		A	B	C	D
3.	Teacher asks students to memorize vocabulary	3,6%	-	67,8%	28,6%

From the table above, there were 67,8% students answered that their English teacher never ask them to memorize vocabulary. It was because the English teacher taught them by using traditional method. The students were asked to direct translate on their worksheet when did the assignment. Moreover, the English teacher never asked the vocabulary in the last lesson.

Table 4.8  
Students like the application of the game

No	Variable	Option			
		A	B	C	D
4.	Pupils like the application of "Slap the Word" game on learning vocabulary	75%	25%	-	-

From those tables, the researcher knew that the majority of students answered that almost all of the students were interested in this game to be applied in learning vocabulary. The reasons were on the tables below.

Table 4.9  
The game helps students to master their vocabulary

No	Variable	Option			
		A	B	C	D
5.	Pupils were helped by “Slap the Word” game to increase their vocabulary.	67,8%	32,1%	-	-
6.	Pupils motivated by “Slap the Word” game to learn vocabulary.	53,6%	46,4%	-	-
7.	Pupils become active to learn vocabulary through “Slap the Word” game.	60,7%	39,3%	-	-
8.	Pupils get easier to learn vocabulary by using “Slap the Word” game than before.	67,8%	31,2%	-	-

Almost all of the students were helped by “Slap the Word” game to increase their vocabulary. It showed that the majority of students thought that the game as a strategy in learning vocabulary gave advantages for them. The reasons were 53,6% students answered that they had come to

motivated in learning vocabulary which made them become active in class during the game.

Students' activeness is showed from 60,7% of students answered they were quiet active in class. None of students answered that they did not active in learning vocabulary by using the game. It was because in this game, the teacher let all students in the class played the game. A student who would never speak up in class will give his answer or response in this game, to guess the right answer they need to built their confidence. Their activeness made them easy to understand the material related to the difficult vocabulary which was given when the game was end.

This game gives all students the opportunity to express their ideas. This strategy provides an opportunity for all students to share their thinking and increases their sense of involvement in classroom learning.

Table 4.10  
Improvement of the students after applying the game

No	Variable	Option			
		A	B	C	D
9.	Pupils feel there is progress / improvement in learning vocabulary by applying "Slap the Word" game	50%	50%	-	-

Based on the result of questionnaire above 50% students answered that they quiet felt a progress in learning vocabulary. The table showed an amazing result. All of the students got improvement after applying this game in vocabulary learning.

The improvement makes the students felt interested and comfortable in studying English vocabulary using “Slap the Word” game.

Table 4.11  
Students’ agreement to use the game as the strategy

No	Variable	Option			
		A	B	C	D
10.	Pupils agree to the implementation of “Slap the Word” game as a strategy in learning vocabulary.	57,1%	42,9%	-	-

According to students’ opinion of last question, there are 57,1% students felt that “Slap the Word” game were very need to be applied in teaching vocabulary. 42,9% students felt that “Slap the Word” game need to be applied in teaching vocabulary. Based on the opinion of the students, the application of “Slap the Word” game got good and positive respond from the students to be applied as a strategy to teach vocabulary because this game motivate students to learn vocabulary, and the through this game, the students get their progressive of their score.

### C. **Research Discussion**

This research study is about the influence of “Slap the Word” game on students’ vocabulary mastery at SMPN 2 Jatirejo, Mojokerto by using the quasi experimental method. “Slap the Word” game was used as a new method and compared to traditional methods. Because this study uses the quasi experimental method, so it used two classes for the subscription sample. Class VII B used “Slap the Word” game and class VII A used traditional methods.

Experimental study was conducted in three meetings. Actually this study needed more than three meetings to be conducted. It was because the headmaster didn’t give permission to take this study in long time. In the first meeting the pretest was conducted for both classes VII A and VII B. On The second and the third meeting, the use of “Slap the Word” game in experimental class and traditional technique in the control class was conducted with the same theme. On the third meeting, posttest was conducted too on two classes that were VII B (experimental) and VII A (control).

The result of students’ achievement could be seen from the pretest and posttest result. From the results of pretest, the means of the vocabulary ability were slightly different. On the other hand, the result of the posttest showed different values. The mean of Experimental and Control Group’s improvement were different. The experimental group achieved higher improvement than the control group. Thus, “Slap the Word” game gave

positive influence on students' vocabulary mastery was proven. The students who are using "Slap the Word" game to master vocabulary skill was better than students who were without using game to master vocabulary skill. Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga stated that learning vocabulary through games is one effective and interesting way that can be applied in any levels.<sup>3</sup> They got their progressive was because they engage to learn vocabulary in class with this strategy. This case was in line with Blunt's data analysis that found classes using the game had significantly higher means than those classes that did not use the game.<sup>4</sup> It proved that game can be good strategy to teach vocabulary. In this case, students sometimes need to have different methods in learning vocabulary. By this way hopefully it can change students' interest in learning vocabulary. Young learners usually are very interested in learning new vocabularies.

Based on that result, the researcher found "Slap the word" game could be applied to master vocabulary to the 7<sup>th</sup> grade students. Huyen and Nga surveyed after applying game in a class and the result was most students agreed that their use of vocabulary was becoming better after joined games.<sup>5</sup> In this research, most students stated that "Slap the Word" game was easy and enjoy activity. They were interested in the application of "Slap the word" game to master their vocabulary. The students felt that they had got more

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<sup>3</sup> Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, *Learning Vocabulary Trough Game*,p.14

<sup>4</sup> Richard Blunt, *Does Game-Based Learning Work? Results from Three Recent Studies*, p. 10

<sup>5</sup> Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, *Learning Vocabulary Trough Game*,p.12

motivation to express their idea. Actually the result of this research is reinforced another researches that learning vocabulary through game is good alternative. Like Jones' stated in journal that one way to build students' engagement is the strategy in teaching<sup>6</sup>. It was because the students engaged to learn vocabulary through this game. So, they could master and increase their vocabulary easily.

Guidelines for setting up and using game during were explained by Einhorn.<sup>7</sup> So, during the application of "Slap the Word" game, the researcher played her role as a facilitator who helped his students to monitor their work and sometimes to solve their difficulties. The researcher could see the fact from her observation in the classroom that the application of "Slap the Word" game in vocabulary could improve students' participation. When this strategy was applied, the researcher could manage the condition in the class. Therefore, the game process could run well.

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<sup>6</sup> Richard D. Jones, *Strengthening Student Engagement*. (2008).1

<sup>7</sup> Kama Einhorn, *ESL Activities and Mini-Book* (New York: Woody Gutrie, 2006)p.17