

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter consist of two parts, results of the data analysis and discussion. This chapter described the data that was collected during the research. It was from the result of the test and questionnaire. First, to analyze result of the test, t-test formula was applied. The data was taken from the result of the pre-test and post-test from experiment and control group. Second, the researcher was analyzed the result of questionnaire. The researcher gave 10 questions to the students in experiment group only.

1. Results

A. The Result of Test in the Implementation of TGT

This research was conducted to find out whether TGT can improve students' understanding about simple present tense or not. The analysis of the research was from the two different scores of the experiment and control group. The data was taken from pretest and posttest. The pretest was given before the treatment and posttest was given after the treatment.

There were two classes of the first grade of MTs. Jawahirul Ulum. They were VII-1 as experiment group consisted of 24 students and VII-2 as control group consisted of 22 students.

To know improving of Teams games tournament on the students' grammar understanding, the researcher used t-test formula. First, the researcher

calculated the means for each group and then calculated the t-value. To know the significant difference, the t-value was compared with the t-table. If the t-value is higher than t-table, the difference is significant, it's mean that there was improving. On the other hand, if the t-value is lower than t-table, the difference is not significant, and it's mean that there was not improving.

1. The result of experiment group

The data was gotten by giving test after implementation of TGT to the experiment group. The test was conducted on 27th May 2013. Before conducted the test, the researcher did the treatment three times. On 21st, 22nd, and 27th May 2013. The result of experiment group post test as follows:

Table 4.1 the scores of experiment group

| Group | N | TOTAL | MEAN |
|---------------------------------|----|-------|-------|
| Experiment group (Pre test) | 24 | 1305 | 54,37 |
| Experiment group (Post test) | 24 | 1835 | 76,46 |

The result showed that total of pretest score was 1305 and mean score was 54,37 while post test score was 1835 and mean score was 76,46 (*see Appendix 7*). This result was grouped in four levels as presented in the following table 4.2.

Table 4.2 The pretest scores of experiment group Grouped by Levels

| Level | Interval Range | The number of students |
|--------------|-----------------------|-------------------------------|
| Excellent | 77-90 | 0 |
| Good | 63-76 | 7 |
| Average | 49-62 | 11 |
| Poor | 35-48 | 6 |
| Total | | 24 |

Table 4.2 shows that the most Students (17 out of 24) were scored either in level average and poor with 11 students in the range of 49-62 and 6 students in the range of 35-48. Only 7 students got good and no one got excellent which is the higher score.

Table 4.3 The posttest scores of experiment group Grouped by Levels

| Level | Interval Range | The number of students |
|--------------|-----------------------|-------------------------------|
| Excellent | 77-90 | 9 |
| Good | 63-76 | 14 |
| Average | 49-62 | 1 |
| Poor | 35-48 | 0 |
| Total | | 24 |

More than half of students got good level or were in the range of 63-76. While the highest score achieved in the posttest of experiment group was 90 or excellent level and the highest score in the pretest of experiment group was 70 or good level. There were 9 students who got excellent in the range of 77-90 and a student got average in the range of 49-62. None of the students in posttest was poor level in the range of 35-48 that the lowest score.

In brave, students' score (posttest) after implementation of TGT got good level. While, students' score (pretest) before implementation of TGT got average level and there were no students' score in poor level after implementation of TGT. So, after implementation of TGT the level improve in good level.

2. The result of control group

The data was also gotten by giving test in control group. The control group was not given the treatment by using TGT. The material and the test were same with the experiment group. The treatment was also given three times on 21st, 22nd, and 27th May 2013.

Table 4.4 the scores of control group

| Group | N | TOTAL | MEAN |
|-----------------------------|----|-------|-------|
| Control group (pretest) | 22 | 1150 | 52,27 |
| Control group (posttest) | 22 | 1340 | 60,91 |

The result showed that total pretest score of control group was 1150 and mean score was 52,27 while the posttest score was 1340 and mean score was 60,91 (*see Appendix 8*). This result was grouped in four levels as presented in the following table 4.5.

Table 4.5 The pretest scores of control group Grouped by Levels

| Level | Interval Range | The number of students |
|--------------|----------------|------------------------|
| Excellent | 77-90 | 0 |
| Good | 63-76 | 5 |
| Average | 49-62 | 8 |
| Poor | 35-48 | 9 |
| Total | | 22 |

Table 4.5 shows that the most Students (17 out of 22) were scored either in level average and poor with 8 students in the range of 49-62 and 9

students in the range of 35-48. Only 5 students got good and no one got excellent which is the higher score.

Table 4.6 The posttest scores of control group Grouped by Levels

| Level | Interval Range | The number of students |
|--------------|-----------------------|-------------------------------|
| Excellent | 77-90 | 0 |
| Good | 63-76 | 7 |
| Average | 49-62 | 11 |
| Poor | 35-48 | 4 |
| Total | | 22 |

Table 4.6 shows that the most Students (18 out of 22) were scored either in level good and average with 7 students in the range of 63-76 and 11 students in the range of 49-62. Only 4 students got poor and no one got excellent which is the higher score. While the highest score achieved in the posttest of control group was 75 or good level and the highest score of pretest of control group was 70 or good level. It showed that the improvement from pretest to posttest was not too significant, because the higher score between pretest and posttest were same in good level.

After collecting the data by giving posttest to both groups, the result of the test score and mean of experiment and control group were shown in the following table:

Table 4.7 the post test score experiment and control group

| Group | N | Total | Mean |
|------------------|----|-------|-------|
| Experiment group | 24 | 1835 | 76,46 |
| Control group | 22 | 1340 | 60,91 |

From table 4.7 it shown that the mean score of experiment was 76,46 and the mean score of control group was 60,91. The result of the test means that there were differences in mean score between experiment and control group. The mean score of experiment group was higher than the mean score of control group.

After calculating mean score, the researcher used T-test. It's used to know the result score was significant or not. Before that, the researcher calculated normality test. Normality test was used to check whether the posttest score of both groups were normally distribution or not.

The researcher used chi kuadrat formula to test the normality distribution of this data. The researcher calculated the data from the experiment and control group scores. The experiment group got 1,958 that higher than X^2_{tabel} . It's means that the data has normal distribution. The same with experiment group, control

group was got 9,167 that higher than X^2_{tabel} . The data has normal distribution too. (see Appendix 9)

After the data was normal, the researcher calculated the homogeneity test. Homogeneity test was used to calculate the homogeneity of variance of both groups posttest score.

Calculating the variance of experiment and control group f_{value} was gotten 1,57 (see Appendix 10). And the result showed that f_{value} is lower than f_{table} . It's mean that the data is homogeneous. (see Appendix 11)

After getting the result of homogeneous test the researcher calculated the data with t-test to know the significance of differences. Related to the hypothesis and the summary result of t-test (see Appendix 11) it can be seen that t_{value} 6,035 and t_{tabel} 1,684

Based on the result shown the t_{value} of the experiment and control group is higher than the t_{tabel} . So the difference of students' scores between experiment and control groups could be said significant.

H_a there are students' score improvements in understanding about simple present tense by using TGT

H_o there are not students' score improvements in understanding about simple present tense by using TGT

In consequence, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

B. The Result from Questionnaire in Implementation of TGT in the Students' understanding about grammar

To answered second research question of how are the students' responses when the teacher uses TGT in their class, the researcher used questionnaire. According to Sukmadinata the questionnaire consists of questions and the alternative answer.¹ The teacher gave some questions with some possible answers (*see Appendix 3*). The teacher asked the students to write the answer based on their self.

The indicators measured in the questionnaire were:

1. The students' interest in learning English (number 1, 2)
2. The teacher way in teaching learning process (number 3)
3. The Implementation of TGT in learning grammar (number 4,5,8)
4. The advantages of TGT in learning grammar (number 6,7)
5. The improvement in their understanding about grammar after implementation of TGT (number 9,10)

So, it can be getting results as follows:

From the first question, 54,2% of students answered that they dislike grammar lesson. And 45,8% of students answered they like grammar. It concluded that still many students not interested and dislike in grammar lesson. This is why

¹ Nana S Sukmadinata. *Metode Penelitian Pendidikan*. (Bandung: PT.Remaja Rosdakarya).2005, 219.

the researcher chooses this lesson in her research. Most of students still difficulties to learn it, the researcher wants to make them easier to understand grammar.

The next data from questionnaire showed there were 70,8% of students answered that they were difficulties to learn grammar, and there were 29,2% of students answered that grammar is easy to understand. It concluded that many students, most of the students in this class still difficulties in grammar.

From third question, 79,2% of students answered that they were understand what the teacher teach, and there were only 20,8% answered that they were not understand what the teacher teach. It showed that the teacher explained the material clearly. And the students were very enthusiastic and always did the teacher explanation well. So, TGT is very good to help them to improve the students' English score.

From the fourth question, there were 100% of students have a same answer. All of the students answered that TGT has been not implemented before. It concluded that the teacher was not use TGT in teaching grammar before.

The next data from questionnaire showed that 75% of the students answered that they were interested in TGT, and there were only 25% answered that they were not interested in TGT. It's mean that the use TGT was easy and gave the positive effect in teaching learning grammar. So that TGT was suitable for implementing in all school even the schools that still have minimal technology

From the sixth question, there were 79,2% of students said that TGT could make them easier in learning grammar. And only 20,8% said that TGT could not

make them easier in learning grammar. These results indicate that students were very enthusiastic about grammar after being implemented by using TGT in their grammar class. TGT

From the next question, 66,7% of students answered that TGT can giving motivation in learning grammar. And 33,3% answered that TGT can not giving motivation in grammar. This technique made them believe that they were able to learn grammar easily. Motivation was something that could encourage students to get their best. TGT could motivate them to be confident to learn grammar becomes some fun activity.

From the eighth question showed that 70,8% of students answered that they got easy to understanding grammar with using TGT. Only 29,2% answered that they did not had easy to understand the material with TGT. It concluded that majority of students though that the implementation of TGT give advantages to them in learning grammar.

The next data from questionnaire showed that 83,3% of students answered that they got score of grammar better after the implementation of TGT. And there were only 16,7% answered that their score was not good. Its concluded that their grammar score was improved after TGT was implemented.

The last data from questionnaire showed that 79,2% of students answered that their grammar understanding got better after TGT had been applied, and only 20,8% answered that their grammar understanding were not better after the implementation of TGT in their class. It showed that the implementation of TGT

can improve their grammar understanding. It could be seen from their score before and after TGT was implemented.

2. Discussion

A. The Discussion of the Results of Students' Tests

As explained in the first chapter, the purpose of this study was to find out whether TGT can improve students' understanding about grammar or not. In this section, the researcher tried to discuss the findings of the research from the result of pre and posttest from experiment and control group.

Before analyzing the result of test from experiment and control group, the researcher analyzed the reliability of the test by using KR-21 formula. The researcher found that the test has a very high reliability so that the test did not have to be revised or changed.

After analyzing the reliability of the test, the researcher analyzed the result of t-test. First, the researcher calculated normality test, the result showed that the data was normality distribution. It's mean that the data could be calculated by using statistical parametric. After calculated normality test, the researcher found out the mean in each experiment and control group. The result showed that mean of experiment group was higher than control group.

After variance of experiment and control group was found, the researcher calculated homogeneous test used Fisher formula to determine t-test formula.

Based on the calculation of homogeneous test, it could be seen that the test was homogeneous. So to calculated t-test used pooled Varian's formula.

From the results of t-test, it showed that t-value is higher than t-table. So that in this case, the null hypothesis (H_0) in this research is rejected and alternative hypothesis (H_a) is accepted. It's mean the treatment that was given to the experiment group by using TGT to students' understanding about simple present tense was successful.

There are some factors which make the success of this research. First, TGT demanded students work in team. With team, make the students work together. And they have responsibility to understand the material to do well in the tournament.

Second, in TGT there was tournament. It can make the students motivate each other. The students try to work best for their team.

Third, TGT has games. Games can make the students fun. They were more relaxed and enjoyable in the class. As stated by Kessler (1992), in Teams games tournament class, students were more relaxed and enjoyable, it could create a positive learning environment and students were more attentive to assign their grammar task. As a result, students' understanding about simple present tense was improved.

B. The Discussion of Students' Responses

The researcher found the students' responses from the questionnaire in implementation of TGT in their grammar class.

TGT was a good technique to be implemented in grammar class. It showed that the students' got many advantages after TGT was implemented in their class, such as they could be easier to understand the material about grammar, they didn't feel bored again when learning grammar, because they got motivation in there. Some fun activity that does not made the students got their boredom like the conventional teaching method in general like just using text book. TGT could motivate them to more enthusiastic in learning grammar. It's mean that TGT was appropriate in improving students' understanding about grammar.

The result of the students' response showed that TGT could improve the students' understanding about grammar after the implementation of TGT in their class. It's could be seen from the students' pretest and posttest score from experiment and control group.