CHAPTER IV

RESULT AND DISCUSSION

A. Result

The experimental research has been conducted for both experimental class and control class of the eighth grade students of MTs Ma'arif Nu 1 Kembaran. Before giving the treatments for the experimental class and test for the control class, both two classes were given pre-test to measure their ability in vocabulary and after that continued by giving a post-test.

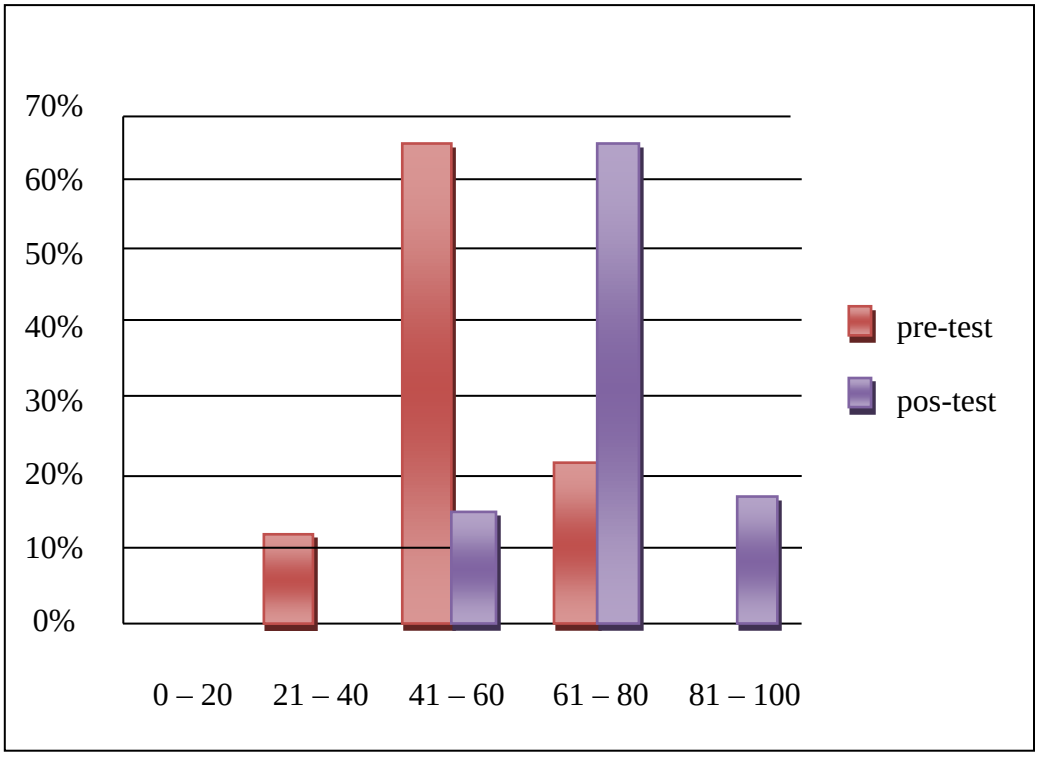
The purpose of giving pre-test and post-test was to measure the progress of student for increasing the vocabulary mastery that is by using treatment or not. The result shows that guessing game is effective in teaching vocabulary to increase student vocabulary mastery. The result of the student's scores in the pre-test and post-test are as follows:

1. The Result of Experimental Class

Pre-test was given in the beginning of the research before the students got the treatment. The pre-test score of them was analyzed to get the result of score. After getting the result of the score from pre-test, the students were taught about the material that was appropriate with the lesson plan. The students were given a special treatment with guessing game. After finishing the treatment, post-test was given to the students to know the effect of the treatment. From the comparison of the student's scores in the pre-test and post-test, it could be known whether or not the treatment is effective in teaching vocabulary. The comparison of the student's scores in experimental class can be described by figure 1.

Figure 1

The Pre-Test and Post-Test in Experimental Class



Students' Range Score

Figure 1 described the pre-test and post-test result in experimental class. It could be seen that from 28 students got different scores in pre-test and post-test. None of students got score in the range score 0 until 20 both in pre-test and post-test. And there was 10,71% or 3 students who got score in the range 21 until 40 in pre-test whereas none in post-test. The range score 41 until 60 in pre-test, it was 67,86% or 19 students and in post-test was 14,29% or 4 students. The students who got score in range 61 until 80 in pre-test was 21,43% or 6 students and there was 67,86% or 19 students in post-test. None of them got score in range 81 until 100 in pre-test and there was 17,86% or 5 students in post-test.

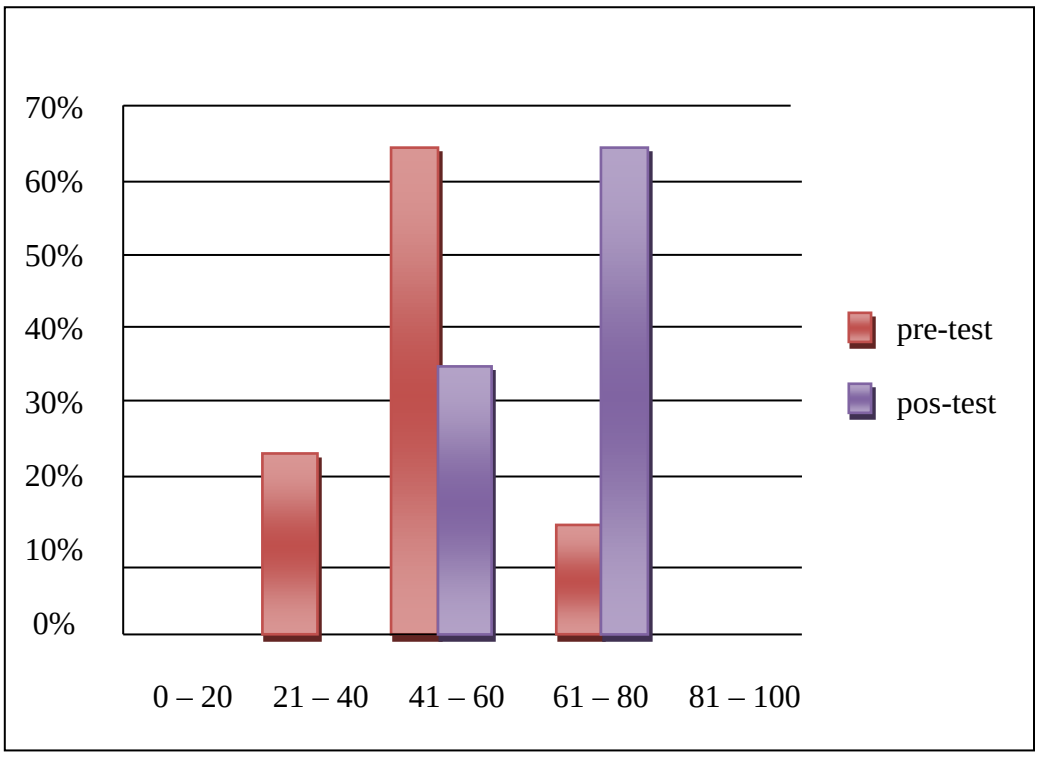
From the description of figure 1, it could be concluded that the highest score of pre-test in experimental class was in the range score 61 until 80, it was 21,43% or 6 students. The lowest score of pre-test in experimental class was in the range 21 until 40, it was 10,71% or 3 students. It also be concluded that the highest score of post-test in experimental class was in the range 81 until 100, it was 17,86% or 5 students. And the lowest score of post-test in experimental class was in the range 41 until 60, it was 14,29% or 4 students.

2. The Result of Control Class

The same with experimental class, in control class was also given pre-test and post-test. In this research, control class was taught by using textbook. After doing pre-test, they were taught the material by using textbook as usual. After getting the material, they had to do a post-test. Those tests have the same aim to get scores of the students. The result of the test can be described by figure 2

Figure 2

The Pre-Test and Post-Test in Control Class



Students' Range Score

Figure 2 illustrated the pre-test and post-test result in control class. It could be seen that from 28 students, they got different scores in pre-test and post-test. None of students got score in the range 0 until 20 both in pre-test and post-test. There was 21,43% or 6 students got score in the range 21 until 40 in pre-test and none of the students got in post-test. The students who got the score in 41 until 60 in pre-test was 64,29% or 18 students and there was 35,71% or 10 students in post-test. Range score 61 until 80, it was 14,29% or 4 students in pre-test and there was 64,29% or 18 students in post-test. None of the students got score in range 81 until 100 both in pre-test and post-test.

From the description of figure 2, it could be concluded that the highest score of pre-test in control class was in the range score 41 until 60, it was 64,29% or 18 students. The lowest score of pre-test in control class was in the range score 61 until 80, it was 14,29% or 4 students And it also could be concluded that the highest score of post-test in control class was in the range score 61 until 80, it was 64,29% or 18 students. And the lowest score of post-test in control class was in the range score 41 until 60, it was 35,71% or 10 students.

3. The comparison of Pre-Test and Post-Test Result

After getting the result from both of exeperimental and control class, it could be concluded that there was different result that could be compared as follows.

Figure 3. The comparison of Pre-Test Result

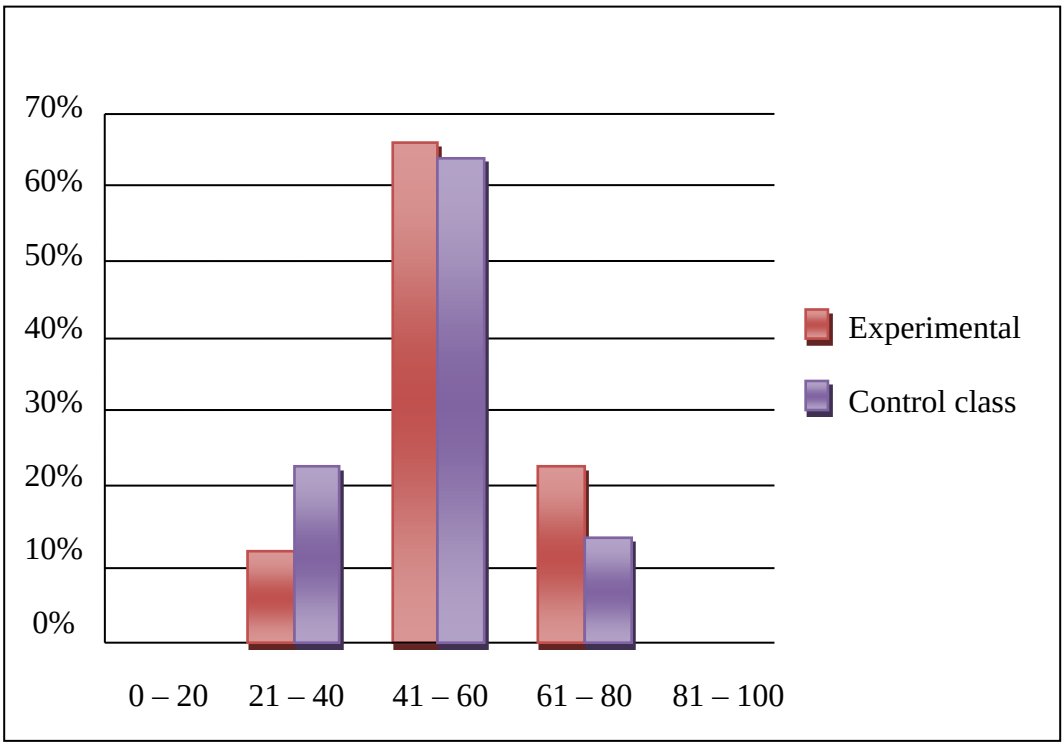


Figure 3 illustrated the pre-test result comparison of exerimental class and control class. It showed that in pre-test in rating 0 until 20, there are none students who get in this range score. Moreover, the students who get the range score 21 until 40 in control class, it was 21,43% or 6 students and in experimental class, it was 10,71% or 3 students. In rating 41 until 60, the total number of students in control class, it was 64,29% or 18 students while in experimental class, it was 67,86% or 19 students. In rating 61 until 80, the total number of students in control class was 14,29% or 4 students and in experimental class was 21,43% or 6 students. In rating 81 until 100, there was none students who got score in control class and experimental class.

After the achievemen research was done in both classes, the students were given the post-test. The test aimed for knowing the students' achievement in teaching vocabulary. In experimental class, the guessing game was used for teaching vocabulary. In control class, the students only got a conventional method of teaching and learning process. The conclusion, both

of them had different treatment so the students got different result. For the explanation, it could be seen from figure 4

Figure 4

The comparison of Post-Test Result

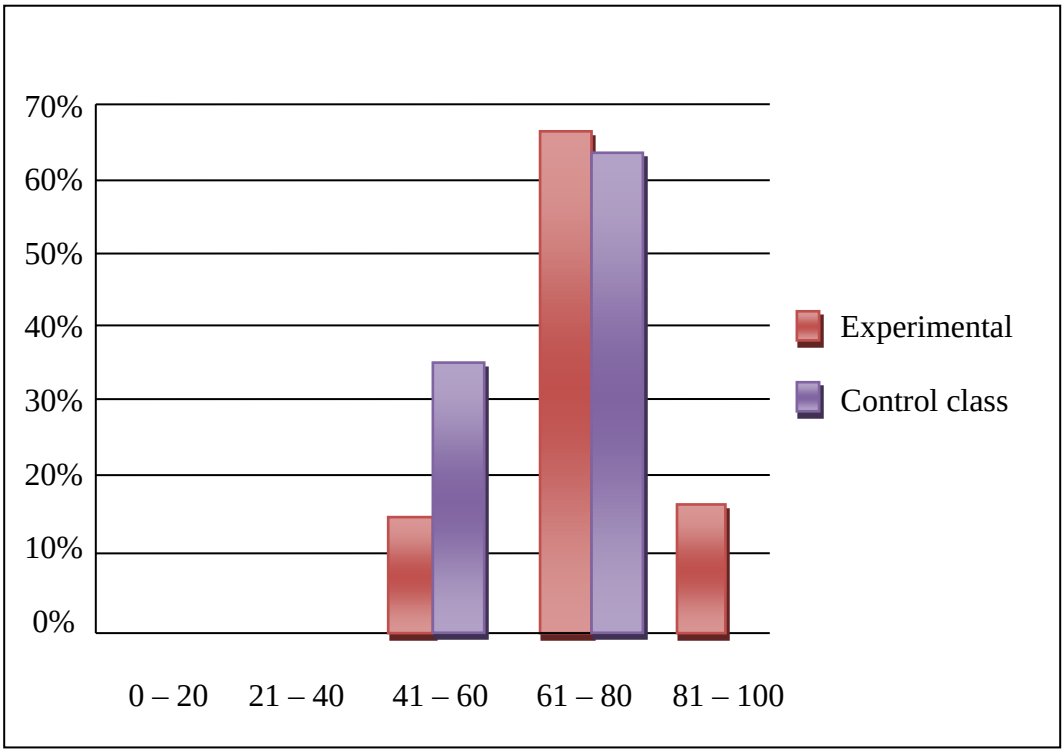


Figure 4 showed that post-test result comparison of experimental class and control class. It is showed that experimental class had better result in post-test than control class. There were none students got the score in range score 0 until 20 and also 21 until 40. There was 35,71% or 10 students of control class and 14,29% or 4 students in range score 41 until 60. And for 61 until 80, it was 64,29% or 18 students of control class and 67,86% or 19 students of experimental class. None of them got score in range 81 until 100 in control class and there was 17,86% or 5 students of experimental class.

For those description, it could be concluded that experimental class is higher percentage than control class. The raising of score in experimental class was significantly, because the experimental class had been taught by guessing game. It was proved that using guessing game in experimental class as a technique for teaching vocabulary is effective.

4. Class Mean

The comparison of the class mean's result in the experimental and control class can be seen in the chart below:

Figure 5

The Class Mean of Pre-Test and Post-Test

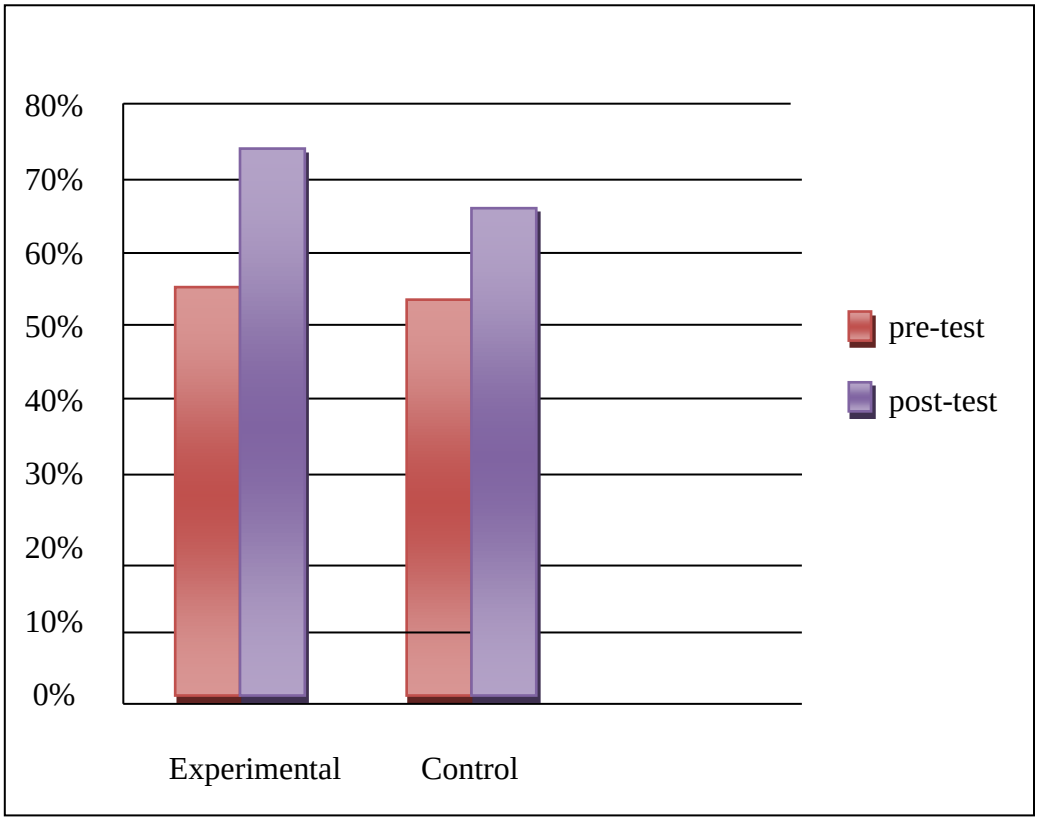


Figure 5 illustrated that class mean result of pre-test and post-test from both in experimental class and control class. The students' mean of pre-test in experimental class, it was 52,46% and the mean of pre-test in control class, it was 52%. On the other hand, the students mean of post-test in experimental class, it was 72,67% and the mean of post-test in control class, it was 65,61%. It could be concluded that the students' mean score of post-test in experimental class was higher than control class.

5. Result of T-Test

After the data of the research have been collected, it should be analyzed to find out the result of t-test computation. The result of t-test computation is as follows:

Table of T-test Computation

N	t-test	t-table	d.f	significant
56	2,877	1,673	54	0,05

The T-test was computed by the formula that was mentioned in the research of methodology. The result of experimental class and control class were 2,877% with the degree of freedom were 54. After the result is found, it was compared with t-table, the value of t-table = 1,673 with the level of significant = 0,05. So that, 2,877 > 1,673. From data above, we can conclude that the hypothesis was accepted. Guessing game was effective in teaching vocabulary.

B. Discussion

Based on the result of the data analysis, it was found that students' vocabulary achievement in experimental class was better than that of control class. It means that the implementation of

guessing game in teaching vocabulary could be fun and interested to learn vocabulary. During this process, the students learned how to apply the guessing game to their own vocabulary learning.

In conclusion, guessing game was effective in teaching vocabulary on the eighth grade students of MTs Ma'arif Nu 1 Kembaran.