CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. The Result of Experimental Group

This chapter is presented to discuss some matter concerning with the result. the discussion deal with result of experiment group, the result of control group, class mean, the result of T-test.

The students were given pre-test before they had treatment. The pre test scores of them were analyzed to obtain the percentage score. After getting treatment, they had to do pos-test.

the results of experiment group before and after treatment. None of students got score in range 0-20 both in pre-test and post-test and and 20.00% students or 6 students got scores in range between 21 - 40 in pre-test and none in post-test. There were 26.66% or 8 students who got score in range of 41-60 in pre-test and in post-test there were 13.33% students or 4 students. There were 40.00% or 12 students in the range of 61-80 in pre-test but in the post-test there were 26.66% or 8 students. Furthermore, there were 13.33% or 4 students belonging to range score between 81-100 in the pre-test, but they obtained 60.00 % or 18 students in the post-test.

Based on previous description, it could be seen that the highest percentage of pre-test wasn 40.00% in the range score of 61-80, but the higest percentage of post-test was 60.00 % in the range score of 81-100. The sum of the percentage score in pre-test was 1806 while in the post-
test was 2389, and the average score of experimental students got improved from 60.2 to 79.63. In this case, the post-test average score was 19.43 and it is better than that of the pre-test result.

2. The Result of Control Group

The control group were taught by the teacher with the current technique. Before the group was taught, the students were given pre-test. After that the control group was taught the material, then they had to do post-test.

The results of control group during pre-test and post-test. None of students got score in range 0-20. There were 46.66% or 14 students who got score in range 21-40 in pre-test but in post-test there were 3.33% or 1 students. In the pre-test, the students who were in the range score 41-60 were 23.33% or 7 students but in the post-test there were 26.66% or 8 students. There were 16.66% or 5 students who were in the range score between 61-80 in pre-test but in post-test there were 50% or 15 students. In the range 81-100, there were 13.33% or 4 student then in the post-test there were 20% or 6 students.

Based on the previous explanation, it could be seen that the highest percentage in the pre-test was in the range score of 21-40 where the percentage score in pre-test was 46.66% but the highest percentage in post-test was in the range score between 61-80 where the percentage score in post-test was 50%. The sum of the percentage score in pre-test
was 1501 while in the post-test was 2021, and the average score of control group improved 17.33 from 50.03 to 67.36

3. Class Mean

After the data of pre-test and post-test in both experimental and control groups were analyzed

the mean score of pre-test and post-test in the experimental and control groups. The mean score of experimental group was 60.2 in pre-test, and it was 79.63 in post-test. Meanwhile, the mean score of control group was 50.03 in pre-test, and it was 67.36 in post-test. It could be concluded that the mean score of post-test in experimental group was higher than that of control group.

4. The Result of T-test

The data of experimental and control class were analyzed to find out the effectiveness of pictionary game for teaching vocabulary, the steps were as follows:

a. Finding the mean of deviation of experimental class (Mx)

The post-test score of each student was subtracted by the pre-test score. Then, the total deviation (X) was computed. The total of students’ deviation in experimental class was divided by the number of the students (N) in the class.

The formula of $Mx$ was as follows:

$$Mx = \frac{\sum x}{N}$$
The calculation was as follows:

\[ M_x = \frac{\Sigma x}{N} \]

\[ M_x = \frac{1806}{30} \]

\[ M_x = 60.2 \]

Thus, the mean of deviation of experimental class (Mx) was 60.2

b. Finding the mean of deviation of control class (My)

The post-test of each student was subtracted by the pre-test score. Then, the total of deviation (Y) was counted. The total of the students’ deviation in control class was divided by the number of the students (Ny) in the class.

The formula of My was as follows:

\[ My = \frac{\Sigma y}{N} \]

The Calculation of My was as follows:

\[ My = \frac{\Sigma y}{N} \]

\[ = \frac{1501}{30} \]

\[ = 50.03 \]

Thus, the mean of deviation of control class (My) was 50.03

c. Finding \( \Sigma x^2 \)

The deviation score of each student of experimental class was squared. Then, \( \Sigma x^2 \) was counted. The result was subtracted by the total of squared deviation (\( \Sigma x^2 \)) that had been divided by the number of the students.
The formula of $\Sigma x^2$ was as follows:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

The calculation of $\Sigma x^2$ was as follows:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$
$$= 18585 - \frac{(583)^2}{30}$$
$$= 18585 - \frac{339889}{30}$$
$$= 18585 - 11329.63$$
$$= 7255$$

d. Finding $\Sigma y^2$

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$
$$= 17908 - \frac{(380)^2}{30}$$
$$= 17908 - \frac{14400}{30}$$
$$= 17908 - 4813.33$$
$$= 13094$$

e. The last step of the analysis was the application of the t-test formula

The data above was applied into t-test formula:

$$t-test = \frac{M_x - M_y}{\sqrt{\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{60.2 - 50.03}{\sqrt{\frac{7255 + 13094}{30 + 30 - 2} \left(\frac{1}{30} + \frac{1}{30}\right)}}$$
$$= \frac{10.17}{\sqrt{\frac{20449}{58} \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

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After getting the result of t-test, \(df\) was computed

\[
df = Nx + Ny - 2
\]

\[
df = 30 + 30 - 2
\]

\[
df = 58
\]

After the t-test was computed, the result was compared with t-table using one tail with significant level 0.05. If the t-test result was higher than t-table, the hypothesis was accepted (Arikunto, 2010:354). Based on the computation, the t-test result was 1.7474 and the value of t-table was 1.6715. Thus, \((1.7474 > 1.6715)\) and it showed that the hypothesis was accepted or using pictionary game gave positive effect to the students in teaching vocabulary.

The summary of t-test data could be seen in the table below:

Table 2

The Result of t-test
Based on the Table 2, the result of t-test from experimental and control groups is 1.7474. It was compared with t-table at level significance 0.05 for df 58 was 1.6715 which meant that there was a positive effect for teaching English vocabulary by using pictionary Game.

B. Discussion

Based on the result of the data analysis, the researcher found that students’ achievement in experimental class was better than control class. The percentage of bad category decreased 20% (20% to 0%) then the fair category decreased 13.33% (26.66 to 13.33%). The percentage of good category decreased 13.34% (40% to 26.66%), while the percentage of very good category increased 46.67% (13.33% to 60%). In control class, the percentage of bad category decreased 43.33% (46.66% to 3.33%) and the percentage of good category increased 33.34% (16.66% to 50%), while the percentage of fair category increased 3.33% (23.33% to 26.66%). It means that in experimental class students got better results. According to the data analysis, it could be known that there was different result between experimental class and control class. It could be shown by looking at the data result of conducted research, Pictionary game was
gave evidence able to teach English vocabulary at the first grade junior high school.

Pictionary game was useful to make the students better to memorize the vocabulary, they could be fun, and get a new fun atmosphere in learning vocabulary, in turn they would set their mind that vocabulary was an easy material that could be mastered by each student.

It could be seen that the students of experimental class got higher score than control class in post-test ($2389 > 2021$). The group that was taught by using Pictionary game got better result in post-test. It was because this game could help the students got the new vocabulary and it could help them to memorize the vocabulary easily. To sum up, pictionary game was effective for increasing students’ vocabulary mastery, and the hypothesis of the research was accepted.