

## CHAPTER IV

### DISCUSSION

In this chapter, the researcher will present the data of the research result and the analyzed. The data include in try-out test, pretest and pos test. Every data was described and analyzed by researcher carefully. First is analyzing the try out test data to find the validity and reliability of the instrument test, whether the instrument of test is ready to use in pretest and post test or not. Second is analyzing the pretest and post test result from the experimental class and control class. Both of those are analyzed to compare each other, whether any significant difference between experimental class and control class. In the other hand, the researcher wants to know the significant difference between before and after students are taught by using Miming Game.

The researcher took two classes, VII A consist 24 students and VII B consist 24 students. The classes totally had 48 students of MTs Al Khidmah Pendorosawalan Kalinyamatan Jepara, which were given pretest and post test.

#### 4.1 Try-out Test Analysis

This analysis describes of finding out the difficulty level, validity and reliability of the instrument before used in the pretest and post test. The validity and reliability test were conducted on December 18<sup>th</sup>, 2018 in VII A class of MTs Al Hidayah Langon that was partner of GET (Global English Training). There were 24 students as respondents.

#### 4.1.1 The Difficulty Level of Try-out Test

Researcher took three stages of try-out test analysis. In order to measure the difficulty level of try-out test, researcher also stated the theory based on the point. In this analysis, researcher found that every number of questions has difference level or difference quality. That could be seen below:

##### 4.1 The Result of Difficulty Level

NUMBER OF ITEM	DIFFICULTY LEVEL
6,8,23,25	Very easy
1,2,3,4,9,10,12,15,17,20,21,24,28,29	Easy
5,7,11,13,14,16,18,19,22,26, 30	Medium
27	Difficult
-	Very difficult

#### 4.1.2 The Validity of Try-out Test

The item test is valid if  $R_{\text{count}} > R_{\text{table}}$

The item is invalid if  $R_{\text{count}} < R_{\text{table}}$

$$N = 24$$

$$R_{\text{table}} = N-2$$

$$R_{\text{table}} = 22$$

In the table 5% shows that  $22 = 0,404$

Here is the table of validity of the tryout test:

Table 4.2 Validity of Tryout Test

CRITERIA	NUMBER OF ITEM	THE TOTAL NUMBER
Valid	1,2,6,8,9,10,11,12,14,15,19,20,21,22,23,24,25,28,29,30	20
Invalid	3,4,5,7,13,16,17,18,26,27	10

The table showed that try-out instrument had 20 valid items and 10 invalid items. The complete result of try-out test analysis could be seen in appendix.

#### 4.1.3 The Reliability of Try-out Test

The instrument is reliable if Cronbach's Alpha > 0.60

The instrument is not reliable if Cronbach's Alpha < 0.60

Here is the table of reliability of the tryout test computation by using SPSS calculation:

Table 4.3 Reliability of Tryout Test

Case Processing Summary		
	N	%
Valid	24	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.697	30

Cronbach's Alpha = 0.697

From the calculation above, it means that the instrument of the research is reliable. It can be seen from this pattern Cronbach's Alpha > 0.60 (0.697 > 0.60).

**4.2 Pre-test Score**

In this part, the data of pre-test score of experimental class and control class are provided. These are the tables:

Table 4.4 Pre-test Score of Experimental Class and Control Class

**Pre-test Score of Experimental Class and Control Class**

EXPERIMENTAL CLASS			CONTROL CLASS		
No	Students' Code	Score	No	Students' Code	Score
1	A1	60	1	B1	80
2	A2	85	2	B2	60
3	A3	80	3	B3	45
4	A4	40	4	B4	80
5	A5	70	5	B5	60
6	A6	45	6	B6	45
7	A7	60	7	B7	60

8	A8	55	8	B8	50
9	A9	45	9	B9	70
10	A10	70	10	B10	70
11	A11	70	11	B11	45
12	A12	55	12	B12	55
13	A13	45	13	B13	45
14	A14	40	14	B14	40
15	A15	85	15	B15	50
16	A16	45	16	B16	70
17	A17	45	17	B17	45
18	A18	45	18	B18	45
19	A19	85	19	B19	60
20	A20	50	20	B20	50
21	A21	60	21	B21	85
22	A22	40	22	B22	55
23	A23	70	23	B23	70
24	A24	65	24	B24	40
<b>Total</b>		<b>1410</b>	<b>Total</b>		<b>1375</b>
<b>Mean</b>		<b>58.75</b>	<b>Mean</b>		<b>57.29</b>

Based on the table, the highest pre-test score of experimental class is 85, while the lowest pre-test score is 40. In the other hand, the highest pre-test score of control class is 85, while the lowest pre-test score is 40. Moreover, the average score or means of experimental class is 58.75. Then, the average score

or means of control class is 57.29. Although the students' pre-test score of experimental class is better than the pre-test score of control class, but the assumption is not sure significant yet before it is tested by using homogeneity test and t-test.

Table 4.5 Result of the Homogeneity Test in Pre-test

**The Homogeneity Test of Pre-test in the Experimental Class and  
Control Class**

**Test of Homogeneity of Variances**

Hasil Pretest

Levene Statistic	df1	df2	Sig.
.631	1	46	.431

The variances of two classes will be told based on this decision.

If significant score (Sig.)  $> 0.05$  = homogeny

If significant score (Sig.)  $< 0.05$  = not homogeny

The calculation showed that the significant score was higher than 0.05. It assumed that the variances are homogeny ( $0.437 > 0.05$ ).

Table 4.6 Result of T-test in Pre-test

**The T-test of Pre-test Score in the Experimental Class and  
Control Class**

**Group Statistics**

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Pre Test	kelas A	24	58.75	15.269	3.117
	kelas B	24	57.29	13.431	2.742

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.631	.431	.351	46	.727	1.458	4.151	-6.897	9.814
Not assumed			.351	45.263	.727	1.458	4.151	-6.901	9.818

In this calculation of pre-test score using SPSS, the Sig. (2-tailed) was 0.727. It was indicated that there was no significant between experimental class and control class. In conclusion, both of those had the same level of achievement.

Here is the note:

If sig. (2-tailed) > 0.05 = There is no significant

If sig. (2-tailed) < 0.05 = There is significant

The sig. (2-tailed) of 24 was 0.727. It meant that the result from this calculation was sig. (2-tailed) > 0.05 (0.727 > 0.05).

#### 4.3 Post test Score

In this part, the data of the post test score of experimental class and control class is provided.

Table 4.7 Post test Score of Experimental Class and Control Class

**Post Test Score of Experimental Class and Control Class**

EXPERIMENTAL CLASS			CONTROL CLASS		
No	Students' Code	Score	No	Students' Code	Score
1	A1	80	1	B1	65
2	A2	80	2	B2	70
3	A3	60	3	B3	85
4	A4	60	4	B4	50
5	A5	75	5	B5	60
6	A6	60	6	B6	50
7	A7	70	7	B7	55
8	A8	55	8	B8	50
9	A9	60	9	B9	55
10	A10	75	10	B10	60
11	A11	60	11	B11	65
12	A12	70	12	B12	60
13	A13	45	13	B13	45
14	A14	40	14	B14	40
15	A15	85	15	B15	70
16	A16	70	16	B16	50
17	A17	50	17	B17	45
18	A18	60	18	B18	50



19	A19	85	19	B19	75
20	A20	60	20	B20	50
21	A21	70	21	B21	60
22	A22	85	22	B22	50
23	A23	60	23	B23	70
24	A24	75	24	B24	50
<b>Total</b>		1590	<b>Total</b>		1380
<b>Mean</b>		66.25	<b>Mean</b>		57.50

Based on the table of post test score above, the highest post test score of experimental class was 85, the lowest score of experimental class was 40 and the mean of experimental class was 66.25. Whereas the highest post test score of control class was 85, the lowest score of control class was 40 and the mean of control class was 57.50. In order to prove that the post test had significant difference between experimental class and control class, it could be seen below:

Table 4.8 Result of the Homogeneity Test in Post Test

**The Homogeneity test of Post Test Score in the Experimental Class and Control Class**

**Test of Homogeneity of Variances**

Hasil Post Test

Levene Statistic	df1	df2	Sig.
.659	1	46	.421

The calculation above showed that the variances are homogeny. It was the significant score was higher than 0.05 ( $0.427 > 0.05$ ).

Table 4.9 Result of T-test in Post Test

**The T-test of Post Test Score in the Experimental Class and Control Class**

Group Statistics									
	Kelas	N	Mean	Std. Deviation	Std. Error Mean				
Hasil Post Test	kelas A	24	66.25	12.446	2.540				
	kelas B	24	57.50	10.935	2.232				

  

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper			
Hasil Post Test	Equal variances assumed	.659	.421	2.587	46	.013	8.750	3.382	1.943	15.557
	Equal variances not assumed			2.587	45.250	.013	8.750	3.382	1.940	15.560

According to the calculation above by using SPSS, it was showed that Sig. (2-tailed) was lower than 0.05 ( $0.013 < 0.05$ ). It assumed that there is significant difference between experimental class and control class in post test score. Moreover, it also proved that teaching vocabulary by using Miming Game is more effective than teaching vocabulary without using Miming Game.

**4.4 Testing of the Hypothesis**

An experiment research will be finished with an answer based on the hypothesis statement. In the previous part, researcher stated two hypothesis, Alternative Hypothesis ( $H_1$ ) and Null Hypothesis ( $H_0$ ).

$H_0$  : There is no difference vocabulary achievement between students who are taught by using Miming Game and students who are not taught by using Miming Game.

$H_1$  : There is difference vocabulary achievement between students who are taught by using Miming Game and students who are not taught by using Miming Game.

In order to prove the hypothesis above, the calculation of experimental class and control class by using t-test is one of ways.

- If Sig. (2-tailed) > 0.05, the Null Hypothesis ( $H_0$ ) is accepted and Alternative Hypothesis ( $H_1$ ) is rejected.
- If Sig. (2-tailed) < 0.05, the Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_1$ ) is accepted.

The researcher calculated the t-test and got the result. The result was the post test score of experimental class was higher than the post test score of control class. It could be form Sig. (2-tailed) < 0.05. The result was that teaching vocabulary for seventh grade students of MTs Al Khidmah Pendorawalan by using Miming Game is effective.

#### 4.5 Discussion

After conducting the steps of this research such as observation, doing pre-test, treatment, doing post test, analyzing the data and so ford, researcher can conclude that teaching by using Miming Game is effective.

Before conducting pre-test, treatment and post test, the researcher firstly carried out the test of the instrument of pre-test and post test on December, 18<sup>th</sup> 2018. As the result of that, the instrument test was valid and reliable to be used for pre-test and post test.

Then, researcher gave the pre-test to experimental class and control class to assess their vocabulary mastery before conducting treatment on January, 21<sup>st</sup> 2019. The means of pre-test were 58.75 in experimental class and 57.29 in control class. From the result of pretest was found that there is no significant difference between experimental class and control class ( $t\text{-test} = 0.727 > 0.05$ ).

Treatment was given to the experimental class three times or three meetings. First meeting was about name of animals, things and public building. It was treated on January, 28<sup>th</sup> 2019. Researcher as the teacher asked some students to demonstrate the word using miming game, but only one student who demonstrated it. They were shy in the first meeting. Second meeting was about occupation, daily verb and daily adjective. It was treated on January, 24<sup>th</sup> 2019. In this treatment, students were divided into four groups randomly. It was conducted to reduce their shame. Third meeting was about animals, things, public building, occupation, daily verb and daily adjective. The learning process of that meeting was competition. Students were divided into four groups randomly. Students were active and confidence toward the learning process. It was treated on January, 31<sup>st</sup> 2019.

This game was effective because it was proved by calculation using SPSS. The calculation include in test of validity and reliability, t-test of pre-test and post test and test of homogeneity. In the post test result was found that there was

significant difference between experimental class and control class ( $t\text{-test} = 0.013 < 0.05$ ). The post test was conducted on February, 4<sup>th</sup> 2019. Researcher wrote clearly the test in previous part of this thesis and attached the all data in appendix sheet.

The use of Miming Game was interesting for the students. It was proved by researcher through observation and some notes from the students about the learning process as field note. The field note was conducted based on some indicators. It was interesting because students conducted the miming game pleasantly. They demonstrated the word in front of the class individually and as a group. All of students answered and guessed what other students and teacher done, although the answer was wrong.

