CHAPTER IV
RESEARCH FINDING AND DISCUSSION

1.1 Research Finding

1.1.1 Data Description

The purpose of this research is to know the effectiveness of team games tournament technique to improve students' mastery of simple past tense at the eighth grade students of SMPN 1 Batealit Jepara in the academic year 2018/2019. The researcher collected the data from students' pre-test and post-test score. The data was described into two points as the data. They were the pre-test score and the post-test score. Both of pre-test and post-test were consist of 25 item questions in multiple choice. All of the question was about simple past tense.
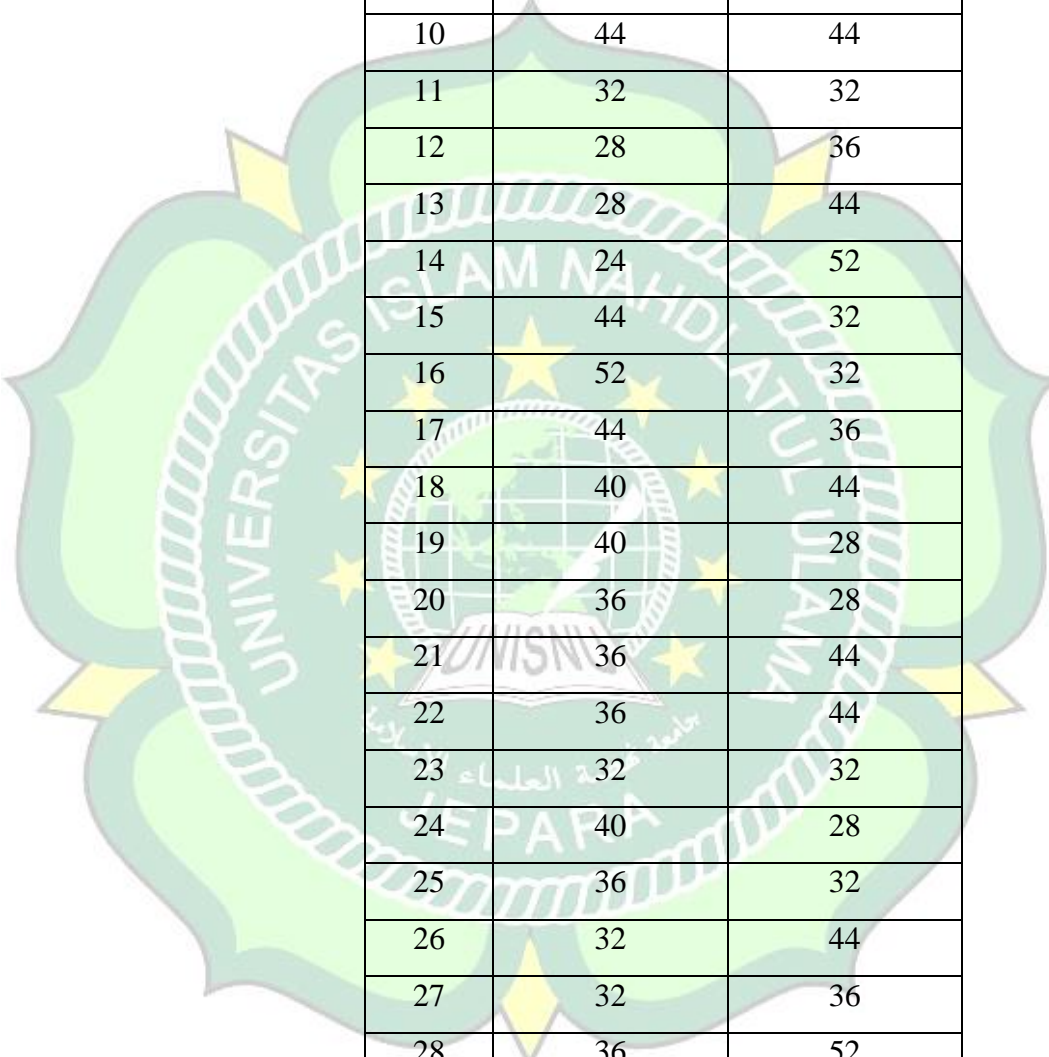
a. The Result of Pre-test

The researcher conducted pre-test in first meeting. The pre-test was given to experimental and control group. It was given on 13th of August 2018, but in different time. The purpose of pre-test is to know the students' understanding about simple past tense. After the pre-test, the researcher implemented the treatment for three meetings, and in the last meting, the researcher conducted post-test in both of group, experimental and control group.

The following table shows the score of pre-test in the experimental and control group.

Table 4.1

The Pre-Test Score of Experimental and Control Group

No.	EXP Group	CONT Group
1	48	44
2	44	44
3	44	40

4	36	40
5	32	48
6	32	40
7	36	32
8	28	44
9	40	24
10	44	44
11	32	32
12	28	36
13	28	44
14	24	52
15	44	32
16	52	32
17	44	36
18	40	44
19	40	28
20	36	28
21	36	44
22	36	44
23	32	32
24	40	28
25	36	32
26	32	44
27	32	36
28	36	52
29	32	24
30	32	40
31	44	32
∑	**1140**	**1172**
Mean	**36,77**	**37,81**

Based on the table above, the mean scores of pre-test in experimental group was 36,77, while the mean scores of pre-test in control group was 38,07. It can be seen that the mean scores of experimental and control group were almost same. It can be concluded that the students' mastery of simple past tense in experimental and control was equal and both of experimental and control group in the same level class.

b. The Result of Post-test

The pre-test was given to experimental and control group after presenting the material about simple past. It was given on 27th August for control group and on 1st of September for experimental group.

The following table shows the score of post-test in the experimental and control group.

Table 4.2

The Post-Test Score of Experimental and Control Group

No.	EXP Group	CONT Group
1	80	64
2	84	56
3	92	68
4	76	56
5	68	72
6	68	64
7	80	76
8	72	36
9	72	60
10	84	64
11	72	52
12	64	64

13	60	64
14	56	64
15	80	68
16	80	72
17	80	52
18	76	80
19	76	64
20	76	52
21	72	68
22	72	60
23	68	60
24	72	64
25	80	52
26	72	64
27	76	68
28	64	68
29	72	56
30	84	72
31	92	64
∑	**2320**	**1944**
Mean	**74,84**	**62,71**

Based on the table above, the mean score of pre-test in experimental group was 74,84, and the mean scores of post-test in control group was 62,71. In the post-test, the mean score of experimental group was higher than the control group. It proved that there was the effect of Teams Games Tournament technique on students' mastery of simple past tense.

1.1.2 Data Analysis

The researcher analyzed the data using T-test formula in SPSS statistic. This technique was useful to prove statistically whether there

was any significant difference between students' mastery of simple past tense in experimental group.

Table 4.3

The t-test Result of Pre-test Scores Both Experimental and Control Group

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Exp	31	36,7742	6,56612	1,17931
	Cont	31	37,8065	7,71760	1,38612

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.	t	Df				Lower	Upper
Post-test Score	Equal variances assumed	1,948	,168	-,567	60	,573	-1,03226	1,81992	-4,67264	2,60812
	Equal variances not assumed			-,567	58,499	,573	-1,03226	1,81992	-4,67456	2,61004

Table above described the t-test analysis of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the stastical results of pre-test in the experimental and control group. The group statistic show that the average between experimental and control group almost same, the mean score of experimental group was 36,77 and the mean score of control group was 37,80. The average both of calss was almost smae. It can be concluded that both of experimental and control group had same undrstanding about simple past tense.

The second table was named "Independent sample test" described the statistical of this research. The analysis showed that the difference was significant at 0,573. It means there was no significant the pre-test scores of experimental group and control group. The significant level of 0,573 > 0,05. It indicates that pre-test of experimental and control group were equal.

In the independent sample test table also described the about t-value of this research. The result of t-value in this research was -0,567. Furthermore, the t-value was compared to the t-table to know whether through Teams Games Tournament the students' can improve their simple past tense mastery or not. The t-table was taken from the requirement of t-table's to analyze the data. The t-table of 0,05 as the significant level was 2,000 with 60 the degree of freedom (df). Then, it can be stated that the t-value (- 0,567) of pre-test < t-table (2,000). It can be concluded that there was no significant between experimental and control group.

Table 4.4

The t-test Result of Pos-test Scores Both Experimental and Control Group

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Exp	31	74,8387	8,21014	1,47459
	Cont	31	62,7097	8,60308	1,54516

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
Post-test Scor e	Equal variance s assumed	,00 1	,97 1	5,67 9	60	,000	12,12903	2,13586	7,8566 7	16,4014 0
	Equal variance s not assumed			5,67 9	59,86 9	,000	12,12903	2,13586	7,8564 8	16,4015 9

Table above described the t-test analysis of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the stastical results of pre-test in the experimental and control group. The group statistic show that the average between experimental and control group almost same, the mean score of experimental group was 74,83 and the mean score of control group was 62,70. The mean score of experimental group was higher than control group. It can be conclude that the new treatment (TGT Technique) was effective for improving students' mastery of simple past tense.

The second table was named "Independent sample test" described the statistical of this research. The analysis showed that the difference significant was at 0,000. This research means that the significant level of 0,000 was lower than 0,05. It means that there was significance of the treatment (TGT technique).

In the independent sample test table also described the about t-value of this research. The result of t-value in this research was 5,679. Furthermore, the t-value was compared to the t-table to know whether through Teams Games Tournament the students' can improve their

simple past tense mastery or not. The t-table was taken from the requirement of t-table's to analyze the data. The t-table of 0,05 as the significant level was 2,000 with 60 the degree of freedom (df). Then, it can be stated that the t-value (5,679) > t-table (2,000). It can be concluded that TGT technique can improve students' mastery of simple past tense.

1.1.3 The Hypothesis Testing

This research aimed to answer the problem statement of research, the research was find out the effectiveness of Teams-Games-Tournament technique to improve students mastery of simple past tense (A Quasi Experimental Research at the eight grade students of SMPN 1 Batealit Jepara in the academic year 2018/2019). To prove the hypothesis, the data obtained in experimental and control group were calculated by using T-test formula. Based on the description of the data calculation, it shows that:

a. The t-value was 5,679
b. The degree freedom (df) was 60, so the value of t-table was 2,000 in significance level of 0,05.

It showed that the result of post-test both experimental and control group was t-value (5,679) was higher than t-table (2,000). To conclude, the t-value > t-table means that H0 (the Null hypothesis) was rejected and Ha (the Alternative hypothesi) was accepted. Moreover, the stating that "Teams Games Tournament technique is effective to improve students' mastery of simple past tense at the eighth grade of SMPN 1 Batealit Jepara" was accepted.

1.2 Discussion

The aim of this research was to find out whether or not using Teams Games Tournament (TGT) technique to improve students' mastery of simple past tense in SMPN 1 Batelait Jepara.

According to the result of the data analysis, it showed that there was a significance difference between experimental group (students' who taught

by using TGT technique) and control group (students' who did not teach by using TGT teachnique). As the result that was written in the tables above the score of experimental and control group was different. In experimental group, the mean score of pre-test was 36,77, in contrast the mean score of post-test was 74,84. It could be calculated that the score increased 38,07 points.

Meanwhile, the mean score of pre-test in control group was 37,81 while the mean score of post-test was 62,72. It can be calculated that the score incresed 24,91 points. According to the calculation of the mean score in both of experimental and control group, it proved that there was significant effect of Teams Games Tournament (TGT) technique to improve students' mastery of simple past tense.

Based on the data analysis of t-test, the result of post test in experimental group and control group showed that the t-value was 5,679 and the t-table of 0,05 as the significant level was 2,000 with 60 the degree of freedom (df). The result of the t-value and t-table showed that t-value (5,679) > t-table (2,000). Then, the sig.(2 tailed) was 0,000 < 0,05 which H0 is rejected and Ha was accepted. So, it can be conclude that the TGT technique was effective to improve students' mastery of simple past tense.

This research was related with the previous research that entitled imrpoving students' understanding on simple present tense by using Teams Games Tournament (TGT) technique that written by Izza (2010). Those research result stated that Teams Games Tournament technique can improve students' understanding in simple present tense. Because in teaching learning process the students who taught by TGT technique more active and enjoy the class during the learning process.

In conclusion, implementing Teams Games Tournament technique provided the positive effect to students' mastery of simple past tense. The students are able to understand about the material in easy way, because the were not just read the material, but they must read it, understand it and share it to their friends. As a result, the steps in conducting Teams Games Tournament facilitated them for doing tournament with their frinds to check

their understanding about the material. Teaching simple past tense using Teams Games Tournament was fun especially in games and tournament steps and helpful especially for the eighth grade students of SMPN 1 Batealit Jepara.