

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two sections, namely the finding and discussion of the research. The finding deals with the rate percentage of the students' score obtained through vocabulary test. The discussion section deals with the explanation and interpretation about the findings.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment and the result of the post-test of this research can answer the question of this research that aims to find out through blindfold game can be able to improve students' vocabulary mastery at the Eight Grade of MTs DDI Lil Banat.

1.1.1 The result of the students' pre-test tabulated as follow:

Table 4.1 the students' score on pre-test

No	Name	Score	Classification
1	Afriani	40	Poor
2	Azizah fauziah Adinda	30	Very Poor
3	Nabila Dwi Safitri Anjas	45	Poor

4	Fatima Azzahra	45	Poor
5	Sitti Nuraisyah	70	Good
6	Fadilla Azzahra	50	Poor
7	Nur Adelia	45	Poor
8	Nayla Alzena	45	Poor
9	Rezky Amanda Putri	35	Very Poor
10	Aisyah H.M	55	Poor
11	Amelia Baharuddin	40	Poor
12	Nailah Fitri Hasan H.	50	Poor
13	Syahrattunnisa	60	Fair
14	Nurul Istiqomah	40	Poor
15	Aqila Nurfatihah	35	Very Poor
16	St.Marajina	35	Very Poor
17	Nur Wahida	40	Poor
18	Aisya Wardani	35	Very Poor
19	Andi Nurul Ain	80	Good

(Data Score: The respondents score in Pre-test)

The rate percentage was acquired by the students in pre-test vocabulary mastery. It has been mention in previous chapter that after that tabulation and analyzing the score into percentage. The score was classified into five levels as follow:

Table 4.2 The frequency and percentage of the result pre-test

No	Classification	Score	Frequency	Percentage %
1	Very Good	80-100	1	5.26%
2	Good	66-79	1	5.26%
3	Fair	56-65	1	5.26%
4	Poor	40-55	11	57.89%
5	Very Poor	<39	5	26.31%
Total			19	100%

(Data Score: The respondent score in Pre-Test)

The table above showed that, there were 1 student (5.26%) got the score “very good”, 1 student (5.26%) got score “good”, 1 student (5.26%) got the score “fair”, 11 students (57.89%) got the score “poor”, 5 students (26.31%) got the score “very poor”.

1.1.2 The result of the students’ pre-test tabulated as follow:

Table 4.3 The students’ score on post-test

No	Name	Score	Classification
1	Afriani	75	Good
2	Azizah fauziah Adinda	80	Very Good
3	Nabila Dwi Safitri Anjas	85	Very Good

4	Fatima Azzahra	78	Good
5	Sitti Nuraisyah	80	Very Good
6	Fadilla Azzahra	80	Very Good
7	Nur Adelia	85	Very Good
8	Nayla Alzena	75	Good
9	Rezky Amanda Putri	70	Good
10	Aisyah H.M	75	Good
11	Amelia Baharuddin	80	Very Good
12	Nailah Fitri Hasan H.	70	Good
13	Syahrattunnisa	70	Good
14	Nurul Istiqomah	85	Very Good
15	Aqila Nurfatihah	75	Good
16	St.Marajina	75	Good
17	Nur Wahida	80	Very Good
18	Aisyah Wardani	85	Very Good
19	Andi Nurul Ain	90	Very Good

The rate percentage was acquired by the students in post-test vocabulary mastery. It has been mention in previous chapter that after that tabulation and analyzing the score into percentage. The score was classified into five levels as follow:

Table 4.4 frequency and percentage of the result post-test

No	Classification	Score	Frequency	Percentage %
1	Very Good	80-100	10	52.63%
2	Good	66-79	9	47.36%
3	Fair	56-65	-	-
4	Poor	40-55	-	-
5	Very Poor	<39	-	-
Total			19	100%

(Source: Result of Research)

The table shows that, there were 10 students (52.63%) got score “Very Good”, 9 students (47.36%) got score ”good”, none of the student got classification “fair, poor, very poor”.

Based on the table above, it showed that the rate percentage of the students’ score achievement vocabulary in post-test is varied. Ten students got higher score and none of students got lowest score.

According to data between the table 4.2 and 4.4 it can be seen that before giving treatment about materials of vocabulary to improve the vocabulary of the students it still limited. Some of them got fair classification score but when the researcher gave treatment to the students and gave post-test , none of them got fair classification. It means that the students’ vocabulary mastery was improved.

1.1.3 The mean score of the pre-test and post-test result

After classifying the score of students, the mean presented as follow:

Table 4.5 The mean score of the students' pre-test and post-test

Test	Mean Score	Classification
Pre-Test	46.05	Poor
Post-Test	78.57	Good

From the result data above shows that the mean score obtained by the students was different. The result of post-test was higher than the pre-test. It's proved by the mean score of the post-test 78.57 while the mean score of pre-test 46.05. it means that after giving treatment by using Blindfold game, the student score obtained improved and the classification was different. It proved that the classification of pre-test is poor that the classification of post-test is good.

1.1.4 The work sheet of the calculation of the score students' vocabulary mastery

Table 4.6 The work sheet of the calculation

No	Pre-Test (X_1)	Post-Test (X_2)	Pre-Test Quadrat (X_1^2)	Post-Test Quadrat (X_2^2)	$D(X_2 - X_1)$	$D^2(X_2 - X_1)^2$
1	40	75	1600	5625	35	1225
2	30	80	900	6400	50	2500
3	45	85	2025	7225	40	1600
4	45	78	2025	6084	33	1089
5	70	80	4900	6400	10	100
6	50	80	2500	6400	30	900
7	45	85	2025	7225	40	1600
8	45	75	2025	5625	30	900

9	35	70	1225	4900	35	1225
10	55	75	3025	5625	20	400
11	40	80	1600	6400	40	1600
12	50	70	2500	4900	20	400
13	60	70	3600	4900	10	100
14	40	85	1600	7225	45	2025
15	35	75	1225	5625	40	1600
16	35	75	1225	5625	40	1600
17	40	80	1600	6400	40	1600
18	35	85	1225	7225	50	2500
19	80	90	6400	8100	10	100
N	875	1493	43225	117909	618	23064

(Source : Result of Research)

1.1.5 The standard deviation of the students' pre-test and post-test as follows:

1) Standard deviation of pre-test

$$\begin{aligned}
 SD &= 43225 - \frac{875^2}{19} \\
 &= 43225 - \frac{765625}{19} \\
 &= 43225 - 40296.05 \\
 &= 2928.95 \\
 SD &= \sqrt{\frac{2928.95}{19}} \\
 SD &= \sqrt{154.15} \\
 SD &= 12.41
 \end{aligned}$$

2) Standard deviation of post test

$$\begin{aligned}
 SD &= 117909 - \frac{1493^2}{19} \\
 &= 117909 - \frac{2229049}{19} \\
 &= 117909 - 117318 \\
 &= 591 \\
 SD &= \sqrt{\frac{591}{19-1}} \\
 SD &= \sqrt{\frac{591}{18}} \\
 SD &= \sqrt{3283}
 \end{aligned}$$

$$SD = 57.29$$

Table 4.7 Standard Deviation

No	Test	Standard Deviation
1	Pre-Test	12.41
2	Post-Test	57.29

(Source: Result of Research)

The table above showed the standard deviation of the students on pre-test was (12.41) and standard deviation of the students on post-test (57.29). It means that standard deviation at post-test higher than standard deviation at pre-test.

1.1.6 The result of computation of T-test value and T-table value was tabulated as follows:

Find out D

$$D = \frac{\sum D}{N}$$

$$D = \frac{618}{19}$$

$$D = 32.52$$

1.1.7 The Calculation of the T-test Value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad t = \frac{32.52}{\sqrt{\frac{23064 - \frac{(618)^2}{19}}{19(19-1)}}} \quad t = \frac{32.52}{\sqrt{\frac{23064 - \frac{381924}{19}}{19(18)}}$$

$$t = \frac{32.52}{\sqrt{\frac{23064 - 20101}{342}}}$$

$$t = \frac{32,52}{\sqrt{\frac{2963}{342}}}$$

$$t = \frac{32,52}{\sqrt{8,66}}$$

$$t = \frac{32,52}{2,94}$$

$$t\text{-test} = 11,06$$

To find out (df) dependent sample

$$Df = N - 1$$

$$= 19 - 1$$

$$Df = 18$$

$$\alpha \text{ (t-table)} = 1,734 \text{ and } t\text{-test value} = 11,06$$

The data above means that it can be obtained on t-test (t) or t-table (α), significance 0,05% was 1,734. if it compared with the result of ($t_o = 11,06$) so it can be known that is $t\text{-test}$ higher than $t\text{-table}$.

$$1,734 < 11,06$$

Because the result of $t\text{-test}$ is higher than $t\text{-table}$, so H_o is rejected. It means that there is significance different in vocabulary mastery. Therefore, the effectiveness of this blindfold game can be used on teaching English, specially teaching vocabulary.

4.2 Discussion

Specially this part of discussion describes that the implementation of the research finding of the previous evaluation result. It had given us illustrated that using blindfold game in improving students' vocabulary mastery at the second grade of MTs DDI Lil Banat Parepare was effected in learning English. The students

already had their ability in vocabulary that which enables them to memorize the vocabulary that has been learned.

It's drawn up by taking the students' progress with vocabulary mastery. The respondents who got poor classification in pre-test proved that the students were totally did not have good vocabulary mastery. It was shown in the previous finding at this chapter, especially in table 4.1. that the students' score percentage at the pre-test still low and most of them very poor and fair classification in experimental class. Based on the description of the data shown that the researcher's observation indicated that the students' vocabulary mastery still low before giving treatment.

The low of the students vocabulary mastery caused of some factors were the faced, they were:

1. The student difficulties to understand the material of English subject. The most of the students still difficult to understand their subject when in English class because they did not know what the meaning of their lesson.
2. The students' lack of vocabularies. The big reason why the students still difficult to answer the question in the blindfold game because they still lack of vocabularies and sometimes when the students want to mention the vocabulary in English and Indonesia they just keep silent and do nothing.
3. The students' lack of motivation in learning English. The students who squeeze themselves lacking in English lesson choose to avoid lesson not to more studying about it and also the students sometimes felt bored to study English when their teacher presented their material monotonically. So the students had low motivation to study about English.

4. The students' lack of practice. Therefore some of the students knew about English but they lack practice. They need vocabulary every day to build their vocabulary mastery.
5. The students felt scared in learning English because their opinion about English is difficulty.

Those problems, faced by the students had been overcome by teaching English using blindfold game in treatment segment. It provides by the percentage of the students' result score of post-test was higher than the students' result score of pre-test. The treatment was though in experimental class. That why the students' result score of experimental class were higher score. In experimental class the researcher treated the students by using blindfold game in improving students' vocabulary mastery. The use of blindfold game used to treat the students to write and memorize, because the focused of this research was the students vocabulary mastery. And the treatment was conducted four meetings with different materials. The researcher gave different material in every meeting. The researcher introduces and explains the material about vocabulary and focus on Islam story, after that researcher gave some minutes for students to read and translate the text. The treatment that was given by the researcher proved that the use of blindfold game was effectiveness in applying in the classroom to improve their vocabulary mastery. Because there are a lot of questions that are often encountered by students and it can be trained students learned vocabularies. It was shown in the table 4.5 and 4.7. In this previous findings at this chapter, which the mean score of students pre-test, that was promoted 46.05 to 78.57, mean score from poor classification up to good classification.

It showed that by using blindfold game for learning vocabulary able to improve the students' vocabulary mastery. It is related with the game about blindfold game which has mention in the second chapter, some researcher that use blindfold game state that by using blindfold game was better to improve students' motivation in learning procces, they are : 1) Milda Biruhmah conclude in his research state that the use blindfold game can motivate students in learning speaking. 2) Osa Fandilah state that the use blindfold game was better to improve students' motivation in learning vocabulary. 3) Yanuri state that the students' vocabulary was good after being taught by using blindfold game. Blindfold game to the students can give a positive impact in motivating students. It gives a blindfold game to the students can provide an opportunity to the students to more knowing many vocabularies. And also uses blindfold game in teaching students to support a more creative approach to teach students. The result after researcher gave some treatment to the students using blindfold game are : 1) Azizah fauziah in pre-test, she got 30 and then after gave treatment increased become 80 at the post-test. 2) Nabila Dwi Safitri Anjas in pre-test, she got 45 and then after gave treatment increased become 85 at the post-test. 3) Rezky Amanda Putri in pre-test, she got 35 and the after gave treatment increased become 70 in post-test. 4) Nailah Fitri Hasan H. in pre-test, she got 50 and then after gave treatment increased become 70 in post-test. 5) Siti Marajina in pre-test, she got 35 and then after gave treatment increased become 75 in post-test. Overall, from the statement above, it can be seen that there was an improvement of students' vocabulary mastery.

After collecting and calculating the data, the researcher found that the post result score of the experimental class was improved from the pre-test result score of the students. It can be seen from the students result score in the table 4.4 it showed

that the mean score of post-test was improved 78.57 from the mean score of pre-test. The improvement of the students in experimental class caused by the question of pre-test was the same question. So the students could make their vocabulary the post-test.

Based on the researcher observation from the experimental class showed that the improvement of the students in experimental class significant. Caused experimental class the improvement of the students suitable with their activeness learning process, they could ready and focused to the lesson.

The average mean score of the students' pre-test and post-test vocabulary experimental class were 46.05 and 78.57 the comparison between the mean score in pre-test and post-test showed improvement of students' result in vocabulary then before.

The analyzing is intended to know whether there are differences between pre-test and post-test in the experimental class, and know is the hypothesis receipt between alternative hypothesis (H_a) and null hypothesis (H_0). For this purpose, the t-test method is used to analyze the score of this research. Then the analysis of t-test value in experimental class (11,06) was higher than t-table (1,734) with degree of freedom (df) N-1 (19-1). It means that the alternative hypothesis (H_a) concluded that implementation of blindfold game for teaching vocabulary able to improve students' vocabulary mastery was accepted while the null hypothesis (H_0) was rejected.

Based on the data analyzing above, the researcher conclude the using blindfold game for teaching vocabulary able to improve students' vocabulary mastery at eight grade of MTs DDI Lil Banat Parepare.

Further, based on the test result in experimental class after the researcher activities, the researcher found that the students had positive response toward the use of blindfold game, the factor that influenced the students' vocabulary mastery was the materials, supporting materials, and the activities of procedure blindfold game. All of the students got in high classification of had positive responses of the test result. It means that the use of blindfold game was influenced the students' to improve their vocabulary mastery especially in vocabulary that has been learned. And based on the students' answer in test, some of the students felt enjoy doing some activities in learning. They said using blindfold game in learning vocabulary can improve their vocabulary, interesting, and did not make them bored so they could enjoy their activities.

Based on the result above, and the theory in chapter II, it can be concluded that, by using blindfold game was able to improve the students' motivation in learning vocabulary for the second grade students of MTs DDI Lil Banat Parepare.