

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

#### A. Findings

##### 1. Description of the research

To know the answer to the research question in the previous chapter, the researcher administered a test. The test was a multiple-choice test that was given twice. The test are pre-test and post-test. The pre-test was given before giving the students a treatment by using that Digital video games for knowing students' vocabulary ability while the post-test was given after treatment, which purposed to find out the answer of the problem statement: "Is Digital video game based learning able to encourage student's vocabulary ability at SMPN 8 Parepare?".

The post test was given to compare students' vocabulary ability before the applying of media and after the researcher applied students' vocabulary ability. This research was encountered by using one independent sample to know there were any improvement of the students' achievement in vocabulary ability when they saw and listened after learning by using digital video game.

##### 2. The Result of Pre-test

The data collected from the students' vocabulary ability by using digital video game-based learning for second class in SMP NEGERI 8 Parepare. The result of the pre-test can be described as the following:

After the writer gave pre-test before treatment, the writer found out the result of Students' Vocabulary ability in pre-test. To know the last score of students' pre-test, the writer used this formula as below. The resulted in the information as shown in the following table:

Table 4.1. The Student's Score in Pre-test

NO	Student	Pre- Test Score		$(X_1^2)$
		Correct Answer	Score (X1)	
1	Abi Abdillah	12	60	3600
2	Anggi	15	75	5625
3	Aulia	13	65	4225
4	Aulia sulia	14	70	4900
5	Fadli	10	50	2500
6	Fathur rahim	15	75	5625
7	Fika amelia	15	75	5625
8	Indah aulia putri	11	55	3025
9	Khairunnisa	13	65	4225
10	Kharisma ratu mulya	14	70	4900
11	Muh. Faisal	14	70	4900
12	Marsya arbien	15	75	5625
13	Miftakhur rozaq	14	70	4900
14	Muhammad agung	13	65	4225
15	Muhammad fikram	12	60	3600
16	Muhammad ghozali	15	75	5625
17	Muhammad nabil islam	15	75	5625
18	Muhammad rifky	16	80	6400
19	Muhammad rizky	17	85	7225
20	Nurcahaya	13	65	4225
21	Rehan aldani hakim	14	70	4900
22	Reski saputra	15	75	5625

23	Rezky aditya	15	75	5625
24	Sitti fatimah	11	55	3025
25	Syahril	13	65	4225
26	Ukachery prastika	14	70	4900
27	Melianus demmalkasa	15	75	5625
28	Andi ahmad jamiadil	12	60	3600
29	Akrab maulana mansyur	14	70	4900
	Total	389	1995	139.025

(Data' source: the Students' Score in pre-test)

After knowing the Students' score in pre-test, the writer classified the Students' score on the following table:

Table 4.2 The Students' Classified Score in Pre-test

No	Classification	Score	Frequency	Percentage
1	Verygood	80-100	2	7.1%
2	Good	66-79	16	55.1%
3	Fair	56-65	8	27.5%
4	Poor	40-55	3	10.3%
5	Very Poor	30-39	0	0%
	Total		29	100%

(Data' source: the rate percentage of the frequency of pre-test)

The tabel above showed that the result of students' vocabulary ability score before giving treatment by using digital video game-based learning. The data in the table above showed that in pre-test 2 student (7.1%) got very good score, and 3 students (10.3%) got poor score . It had showed that, the students' ability in

vocabulary pre-test was medium and some of them are low, because most of the students' got good, fair, and poor score

$$X = \frac{\sum x}{N}$$

$$X = \frac{1995}{29}$$

$$X = 69.$$

So, the mean score ( $X_1$ ) of the pre-test was 69

Based on the result of the pre-test, it showed that the result was 69 and from that analyzing, it could be seen that almost of the 29 students ability in vocabulary was still medium and low because most of the students got good, fair, and poor score.

Secondly, the researcher calculated the standard score deviation of the pre-test:

$$SD = \sqrt{X^2 - \frac{(\sum X)^2}{N}}$$

$$SD = \sqrt{\frac{139025 - \frac{(1995)^2}{29}}{29-1}}$$

$$SD = \sqrt{\frac{139025 - \frac{(3980025)}{29}}{28}}$$

$$SD = \sqrt{\frac{139025 - 137242}{28}}$$

$$SD = \sqrt{\frac{1783}{28}}$$

$$SD = \sqrt{64}$$

$$SD = 8$$

So, the standar deviation of the pre-test was 8.

So, the standard deviation of the pre-test was 8 after determining the mean score ( $X_1$ ) of pre-test was 69 and standard deviation of the pre-test was 8 it could be seen that the students' vocabulary ability were medium category.

### 3. The Result of Post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3 The Students' score in post-tes

NO	Student	Post Test Score		$(X_1^2)$
		Correct Answer	Score (X1)	
1	Abi Abdillah	16	80	6400
2	Anggi	18	90	8100
3	Aulia	17	85	7225
4	Aulia sulia	18	90	8100
5	Fadli	16	80	6400
6	Fathur rahim	19	95	9025
7	Fika amelia	16	80	6400
8	Indah aulia putri	14	70	4900
9	Khairunnisa	17	85	7225
10	Kharisma ratu mulya	16	80	6400
11	Muh. Faisal	18	90	8100
12	Marsya arbien	19	95	9025
13	Miftakhur rozaq	18	90	8100
14	Muhammad agung	17	85	7225
15	Muhammad fikram	18	90	8100
16	Muhammad ghozali	19	95	9025
17	Muhammad nabil islam	19	95	9025
18	Muhammad rifky	19	95	9025
19	Muhammad rizky	20	100	10000
20	Nurcahaya	16	80	6400
21	Rehan aldani hakim	18	90	8100
22	Reski saputra	19	95	9025
23	Rezky aditya	18	90	8100
24	Sitti fatimah	16	80	6400

25	Syahril	17	85	7225
26	Ukachery prastika	18	90	8100
27	Melianus demmalkasa	19	95	9025
28	Andi ahmad jamiadil	17	85	7225
29	Akrab maulana mansyur	15	75	5625
	Total	470	5625	217.400

(Data' source: the students' score in post- test)

After knowing the Students' score in pre-test, the writer classified the Students' score on the following table:

Table 4.4 The Students' Classification Score in Post-test

No	Classification	Score	Frequency	Percentage
1	Very good	86-100	27	93.10%
2	Good	71-85	2	6.89%
3	Fair	56-70	0	0%
4	Poor	41-55	0	0%
5	Very Poor	<40	0	0%
	Total		29	100%

(Data' source: the rate percentage of the frequency of post test)

The table above showed that the result of students' vocabulary ability score after giving treatment by using digital video game-based learning . The data in the table above showed that in post-test 27 students (93.10%) got very good score, and none of the student got very poor score. It means that the students' vocabulary ability had improved by using digital video game-based learning. It proved that there were inscreasing of students' score in post-test. In this, the researcher analyzed the data of students' score in post -test to know whether there is or there is no significant

difference of students achievement before and after process in using digital video game-based learning in vocabulary ability.

a) Determining Mean Score of the Post-test

The following are the process of calculation to find put the mean score based on the calculation of students' score in post-test table 4.4

The first, to get the mean score of post test, used formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2604}{29}$$

$$X = 90$$

So, the mean score ( $X_2$ ) of post-test was 87,4

Based on the the result of post-test, it showed that the result was 87,4 and from that analyzing, it could be seen that almost of the students got very good and good score. It showed Digital video game-based learning was effective to enhance students' vocabulary ability because most of them got very good and good score.

The second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{X^2 - \frac{(\sum X)^2}{N}}$$

$$SD = \sqrt{\frac{214025 - \frac{(2604)^2}{29}}{29-1}}$$

$$SD = \sqrt{\frac{214025 - \frac{(6780816)}{29}}{28}}$$

$$SD = \sqrt{\frac{214025 - 23382}{28}}$$

$$SD = \sqrt{\frac{190643}{28}}$$

$$SD = \sqrt{6808}$$

$$SD = 82$$

So, the standar deviation of the post-test was 82.

Table 4.5 The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	69	8
Post-test	90	82

(Data' source: the main score and standar deviation of pre-test and post-test)

The data in table 1.5 showed that the mean score of pre-test was 69 ( $X_1$ ) while the mean score of the post-test increased 90 ( $X_2$ ). The standard deviation of pre-test was 8 while the standard deviation of post-test was 82.

Based on the data, the mean and the standard deviation scores of the post-test were greater than the mean and the standard deviation scores in pre-test. It means that the students' vocabulary ability had improved after doing the learning process that using Digital video game-based learning method in the classroom.

b) Determining The Significance by Calculating the T-test value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The Worksheet of Calculate Score of Pre-test and Post-test

No	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)$
1	60	80	3600	6400	20	400
2	75	90	5625	8100	15	225
3	65	85	4225	7225	20	400
4	70	90	4900	8100	20	400
5	50	80	2500	6400	30	900
6	75	95	5625	9025	20	400



7	75	80	3025	6400	5	25
8	55	85	4225	7225	15	225
9	65	80	4900	6400	20	400
10	70	90	4900	8100	10	1000
11	70	95	5625	9025	20	400

No	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
12	75	90	4900	8100	20	400
13	70	85	4225	7225	20	400
14	65	90	3600	8100	20	400
15	60	95	5625	9025	30	900
16	75	95	5625	9025	20	400
17	75	95	6400	9025	20	400
18	80	95	7225	9025	5	25
19	85	100	4225	10000	15	225
20	65	80	4900	6400	15	225
21	70	90	5625	8100	20	400
22	75	95	5625	9025	20	400
23	75	90	3025	8100	15	225
24	55	80	4225	6400	25	625
25	65	85	4900	7225	20	400
26	70	90	4900	8100	20	400
27	75	95	5625	9025	20	400

28	60	85	3600	7225	25	625
29	70	75	4900	5625	5	25
	1995	2604	139025	214025	530	11650

(Data' source:thecalculat of the Score on Pre-test and Post-test on the improving Students Vocabulary that using digital video game based-learning).

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow :

$$D = \frac{\sum D}{N} = \frac{530}{29} = 18,2$$

The Calculation of the T-test Value

$$t = \frac{D}{\sqrt{\left(\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}\right)}}$$

$$t = \frac{18,2}{\sqrt{\left(\frac{\sum 11650 - \frac{530^2}{29}}{29(29-1)}\right)}}$$

$$t = \frac{18,2}{\sqrt{\left(\frac{\sum 11650 - \frac{280900}{29}}{29(28)}\right)}}$$

$$t = \frac{18,2}{\sqrt{\left(\frac{11650 - 9686,2}{812}\right)}}$$

$$t = \frac{18,2}{\sqrt{\left(\frac{1963,8}{812}\right)}}$$

$$t = \frac{18,2}{\sqrt{(2,41)}}$$

$$t = \frac{18,2}{1,5}$$

$$t = 12,1$$

So, the t-test value was 12.1

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 29 - 1$$

$$Df = 28$$

After obtaining the degree of freedom, the t-table at the degree of freedom 28 in significant degrees of 0,05 (5%), the table is 1,701. The following table showed that the value was higher than t-table value. So, it indicated that there was significant difference between the students' pre-test and post-test result

Table 4.7 The Test of Significant

Variable	T-test	T-table value
Pre-test and post-test	12,1	1,701

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result of students' pre-test and post-test.

### c) Hypothesis Testing

The level significant ( $\alpha$ ) 5% and  $df = 28$ , and the value of the t-table is 1,701 while the value of t-test is 12,1 it can be concluded that the t-test is higher than t-table ( $12,1 > 1,701$ ). Thus, it means that the students' vocabulary mastery was significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected

and the alternative hypothesis ( $H_i$ ) is accepted. It has been found that there was improvement of Digital Game-based learning on students' vocabulary mastery.

d) Analysis of Multiple-Choice

Multiple-Choice was used as an instrument to gain more information about students' responses. In order to get the information from the respondents, there were 10 questions which were asked in the multiple-choice.

Tabel 4.8 The result of the pretest in multiple choice for noun

QUESTION	TOTAL ANSWER				CORRECT ANSWER	TOTAL CORRECT ANSWER
	A	B	C	D		
Qs 1	7	8	10	4	A	7
Qs 2	0	5	10	14	B	5
Qs 3	1	9	6	13	B	9
Qs 4	14	5	5	5	B	5
Qs 5	1	0	21	7	D	7
Qs 6	15	6	4	4	A	15
Qs 7	4	15	0	10	D	10
Qs 8	6	10	10	3	D	3
Qs 9	3	4	7	15	B	4
Qs 10	10	7	12	0	B	7

Based on the table of the result above gives the information that described below:

1. From the data above there were 7% students gives correct answer for first question in noun material.
2. In question number 2, there were 5% students give correct answer.
3. There were 9% students give correct answer for question number 3 in noun material.
4. There were 5% students give correct answer for question number 4 in noun material.
5. There were 7% students give correct answer for question number 5 in noun material.
6. There were 15% students give correct answer for question number 6 in noun material.
7. There were 10% students give correct answer for question number 7 in noun material.
8. There were 3% students give correct answer for question in number 8 in noun material.
9. There were 4% students give correct answer for question in number 9 in noun material.

10. There were 7% students give correct answer for question in number 10 in noun material.

Tabel 4.9 The result of the pretest in multiple choice for verb.

QUESTION	TOTAL ANSWER				CORRECT ANSWER	TOTAL CORRECT ANSWER
	A	B	C	D		
Qs 1	3	2	20	4	A	3
Qs 2	4	15	7	3	A	4
Qs 3	2	1	25	1	A	2
Qs 4	15	8	3	3	A	15
Qs 5	10	5	8	6	B	5
Qs 6	7	8	10	4	A	7
Qs 7	4	11	4	10	A	4
Qs 8	6	3	11	9	C	11
Qs 9	7	8	9	5	B	8
Qs 10	3	2	1	23	B	2

Source; The Students of Class 8.2 at SMPN 8 Parepare

Based on the table of the result above gives the information that described below:

1. From the data above there were 3% students give correct answer in question number one for verb material.
2. There were 4% students give correct answer in question number two for verb material.

3. There were 2% students give correct answer in question number three for verb material.
4. There were 15% students give correct answer in question number four for verb material.
5. There were 5% students give correct answer in question number five for verb material.
6. There were 7% students give correct answer in question number six for verb material.
7. There were 4% students give correct answer in question number seven for verb material
8. There were 11% students give correct answer in question number eight for verb material.
9. There were 8% students give correct answer in question number nine for verb material.
10. There were 2% students give correct answer in question number ten for material.

Tabel 4.10 The result of the posttest in multiple choice for noun.

QUESTION	TOTAL ANSWER				CORRECT ANSWER	TOTAL CORRECT ANSWER
	A	B	C	D		
Qs 1	3	2	19	7	C	19
Qs 2	25	2	2	0	A	25
Qs 3	1	9	3	16	D	16
Qs 4	1	23	3	2	B	23
Qs 5	20	7	1	1	A	20
Qs 6	4	14	5	6	B	14
Qs 7	20	1	2	6	A	20
Qs 8	25	0	0	4	A	25
Qs 9	0	1	27	1	C	27
Qs 10	1	18	1	9	B	19

*Source; The Students of Class 8.2 at SMPN 8 Parepare*

Based on the table of the result above gives the information that described below:

1. From the data above, we can see there were progressive in students' vocabulary ability.
2. Almost 100% students can memorize noun. It proved by their answer.



Tabel 4.11 The result of the posttest in multiple choice for noun.

QUESTION	TOTAL ANSWER				CORRECT ANSWER	TOTAL CORRECT ANSWER
	A	B	C	D		
Qs 1	3	2	20	4	C	20
Qs 2	1	25	2	1	B	25
Qs 3	2	1	25	1	C	25
Qs 4	27	0	0	2	A	27
Qs 5	1	0	25	3	C	25
Qs 6	0	0	28	1	C	28
Qs 7	29	0	0	0	A	29
Qs 8	3	2	21	3	C	21
Qs 9	27	1	1	0	A	27
Qs 10	0	28	0	1	B	28

*Source; The Students of Class 8.2 at SMPN 8 Parepare*

Based on the table of the result above gives the information that described below:

From the data above, the research concluded that almost all students in class 8.2 give correct answer for qustion in multiple-choice. It showed from the table, the students' vocabulary ability increased and improve.

## **B. Discussion**

This part explain the discussion about the result findings that showed in the previous chapter. This section of this research would provide insight about English Vocabulary before and after treatment using Digital Video Game-based Learning and the improvement of students' Vocabulary Ability by using Digital Video Game-based Learning. It is based on the problem statment that exist in chapter I.

1. The improvement of the Students' Vocabulary Ability using Digital Video Game Based-Learning.

Digital video game-based learning was success to encouraging students vocabulary ability. The researcher got the result from this method that gave influence and encouraging them for learning vocabulary . From the finding showed that the mean score of pretest. It showed that using Digital Video Game-based learning is effective and can improve students' ability in vocabulary. To find out the statistical alternative hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ), the writer applied t-test formula at the level of significant with The level significant ( $\alpha$ ) 5% and  $df = 28$ , and the value of the t-table is 1,701 while the value of t-test is 12,1 it can be concluded that the t-test is higher than t-table ( $12,1 > 1,701$ ). Thus, it means that the students' vocabulary mastery was significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

Due to the Covid-19 pandemic, the researcher could not conduct research in the classroom and only do treatment via virtual WhatsApp. Before conducting experiment and treatment, the researcher tested students with several questions in order to find out their responses. During the introductory process in the group, the researcher asked students what deficiencies they had when learning English. They said, the problem was in terms lack of vocabulary and translation in a sentence. The lack of vocabulary was the main problem that prevents them for enjoying learning English in the classroom. The writing and how to pronounce words in English make it a little difficult for them when having conversation in classroom. Besides, they were also bored to see a lot of writing in unattractive books and reduce their interest

in memorizing English vocabulary. One of the problem was that the explanation from the teacher is not clear in terms of text and context.

Based on the findings above and the theory in the second chapter, the writer concluded that using Digital video game-based learning able to Encourage and improve students' ability at SMPN 8 Parepare.

## 2. Before and After using Digital Video Game-based Learning

Before using Digital video game-based Learning on the result finding, it found some students know a little bit about vocabulary and some of them were low. This classification of students' in vocabulary mastery got medium and some of them got fair and poor score. It proved that the capacity of students' memorizing vocabulary were not good enough, they were still lack of vocabulary.

By the result of it, the way to solve the problem by using several strategies to attract and encouraging students' vocabulary ability. By giving them treatment in classroom. From this step of learning, the researcher started to find out how the implementation of using Digital video game-based learning to encouraging students' vocabulary ability worked. The researcher got some point of information from students' activities in learning process.

There were three meetings in this study. Because of the covid19 pandemic researchers conducted research in the whatsapp group and followed by Google Meet of class 8.2. Before gave the pretest and treatment, the researcher introduced herself and explains the rules and what the students will do during the research. Before being given a pretest, the researcher explained a little about the essence of the study. The number of instruments that will be given to students is 20 questions. 10 questions on noun material and 10 questions on verb material via google form.

On Thursday, September 30<sup>th</sup>, First meeting, the researcher started learning by informing students in Whatsapp group and shared the link for students, so they could join in online learning. After all students joined in the Google Meet, the researcher would introducing herself to students and greet them one by one. The researcher would explain about the aim of learning, the procedure and about vocabulary. After that, the researcher would show short video consist of vocabulary based on the material for students. The material consist of introducing vocabulary, kinds of vocabularies, and the way to memorize vocabulary easier. The duration of the video only 5 minutes. The researcher asked the students to make notes and write the main point from the video that they have watched and found as long as the video was played. After finished watch the video, the researcher would point a few students to mentioned what they have written for knowing their understandable as long as the treatment was lasting. In this case, when the researcher tried to point them, the researcher would know which one students who didnt pay attention to the material. For students could not answer the question, the researcher would give them a punishment. The researcher had intention to make the classroom more fun and enjoyable when students learning English. In the end of the material, the researcher gave them emphasize again to memorize the vocabulary who has given by the researcher. After that, the researcher would give them conclusion again about the material and informed them to join in the next day again for this research. And the researcher did not forget to say thanks to all the participant and appreciate them. After that the researcher closed the meeting with all students.

On Friday, October 1st, the second day the researchers conducted research in class 8.2 via google meet. The researcher began by greeting them and explaining what to do on that day. In this second meeting, the researcher would provide material on nouns and verbs in the form of instructional videos. The video explained general material about what nouns and verbs. There were several kinds of verb in that video. After that, students were expected to be able to understand the explanation of the material in the video. After watching the video, the researcher would give the assignment to strengthen the material that has been watched by students. The researcher would ask students to write a number of nouns and verbs of at least 20 numbers that exist in everyday life and things around them and sent to Whatsapp group and mention their name one by one. Researchers expect that after learn vocabularies in English lesson, they would be given and memorized some vocabulary what they know. Actually, the researcher wanted to give some games after the material ends, but the researcher and the students could not meet directly, so the researcher only gave assignments to students. Providing material through the whatsapp learning group.

On Saturday the 2nd, the last day the researchers conducted treatment in class 8.2 via Google meet again. Before starting the class, the researcher greeted the students and explains what will be done on this day. After providing video material on the second day, the researcher would see the results of this study whether it is successful or not by providing a posttest instrument of 20 questions. Researchers was hope that everyone can participate in this latest meeting. Researchers began to give students time to answer from morning to night. Before close the class, the researcher gave the students question about the impression they got since the treatment was last

and the researcher would like to thank the teachers and students for participating well in this research. The researcher also expressed her gratitude because the students were very enthusiastic about this research.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a low score, the mean score of the pre-test was 69. After that, the researcher gave the treatment by using look and say method. The researcher looks the increasing students' in understanding the material. In the third meeting they could improve their vocabulary. The data in the table above showed that in post-test 27 students got very good score (93,10%) and 2 got good score (6.89%) none students got fair, poor score, and none student got very poor score. It means that the students' vocabulary ability had improved by using Digital Video Game-based Learning.

The result after giving treatment Digital Video Game-based Learning. There were data 27 students got very good score, 2 students got good score, 0 students got fair score, and 0 students got poor score. It means that the students' vocabulary ability has improved that using Digital Video Game-based Learning.

After doing three times of treatment on Saturday October, 3th, 2020 the researcher conducted a post-test. The post-test score showed that there significance different before giving treatment and after treatment. The mean score of the post-test was 90. The data analysis result was the Test value (12,1) was greater than the T-table value (1,701). By this result, it is concluded that there was an improvement between the students' vocabulary before and after giving treatment by using Digital Video game-based learning. It showed that the alternative hypothesis ( $H_a$ ) is accept in the null hypothesis ( $H_o$ ) is rejected.

After applying Digital Video Game-based learning it could be improvement to students' vocabulary ability at SMP Negeri 8 Parepare, especially at class VIII.2, for example:

1. The students were able to understand some variate vocabularies such as, family members, professions, animals, things in the classroom, part of body and things around us
2. The students were able to understand and knowing command and their daily activity by verb vocabularies.
3. The students got confidence in learning English vocabulary
4. The students felt comfortable because the researcher provided the video in their phone. And it is so fun for them.
5. The students were able to remembering, understanding, applying, analyzing, evaluating, creating about a new given vocabulary by the researcher
6. The students were excited to learn English vocabulary because it is provided with sound and picture.

To find out the statistical alternative hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ), the writer applied t-test formula at the level of significant with The level significant ( $\alpha$ ) 5% and  $df=28$ , and the value of the t-table is 1,701 while the value of t-test is 12,1 it can be concluded that the t-test is higher than t-table ( $12,1 > 1,701$ ) Thus, it means that the students' vocabulary mastery was significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

Based on the findings above and the theory in the second chapter, the writer concluded that Vocabulary through Digital Video Game-based learning concept in improving students' vocabulary ability at SMP Negeri 8 Parepare.

