

CHAPTER IV RESULT AND DISCUSSION

A. Descriptions of Treatments

The research had been conducted since February 27th, 2017. To find out the influence of using Snake and Ladder game, the writer identified several results, they were: the score of students after the treatment, the differences between students' score in control class and experimental class from post-test and from the differences of students' atmosphere between the students who were taught by using Snake and Ladder game and those taught by lecturing technique in teaching and learning process, they were in teaching present continuous tense, especially in SMP Pangudi Luhur Bandarlampung.

Before the test was used as an instrument to collect the data, it had been tried out to the students in try out class. The writer prepared 40 items as the instrument of the test. From 40 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. The test has been analyzed by using *Anates*. The test given after the students followed the learning process was provided by the writer. This test was given for control class and experimental class. Before the activities were conducted, the writer determined the materials and lesson plans. The experimental class learnt by using Snake and Ladder game, while the control class used lecturing technique.

1. Description of first treatment

The students felt extremely surprised when the new teacher came. The lesson was begun by greeting and introducing himself which caused the students felt curious to know the next step of teaching learning process. A lot of students ask unclear direction, and the teacher has to explain the direction more than ones. Before they do the game, the teacher explains the material about verbal sentence by giving an example and after that showing and explaining the formula. In playing this game, the students are very noisy; the class is crowded by the students' activities. Also they need discipline in playing the game because several of them don't do the game honestly. The teacher has to be active by using big voice and gesture. In addition, the teacher has to manage the class because there are many trouble makers students. Also the teacher has to see the timeline, because there time is limited.

2. Description of the Second Treatment

The students were taught through present continuous tense by using snake and ladder game. The students' responses are good, but several of them still have mistakes in making sentences, doing the game, and doing the game rule, but in the second meeting they have progress in making sentences from the game, and playing the game. They are motivated for doing the task by giving them reward. The teacher has to give reward by scoring to the certain students who are active. Students have good interaction between student and teacher, and also student and student. They can make

a good communication with their friend because they work by group in playing this game.

3. Description of the Third Treatment

It was better than the second treatment, the teacher applies present continuous tense identification sentences and giving information of grammatical snake and ladder game, these are still in grammatical snake and ladder game. The student are very active, and they love to join the game on the game rule. They want to learn well if the teacher gives them fun technique in their learning. Many students' progresses in their learning are good. Many students answer the right question from the teacher and they do the class activity well. The student trouble makers can be managed well because they are motivated to do the exercise and to join the game based on the rule game and discipline in the class.

B. Result of the Research

1. Result of the Post-test in the Experimental Class

The writer conducted post-test in order to see students' ability after the treatment. The post-test administered on March 6th, 2017. The scores of students' present continuous tense mastery tested in post-test in the experimental class could be seen in Figure 1.

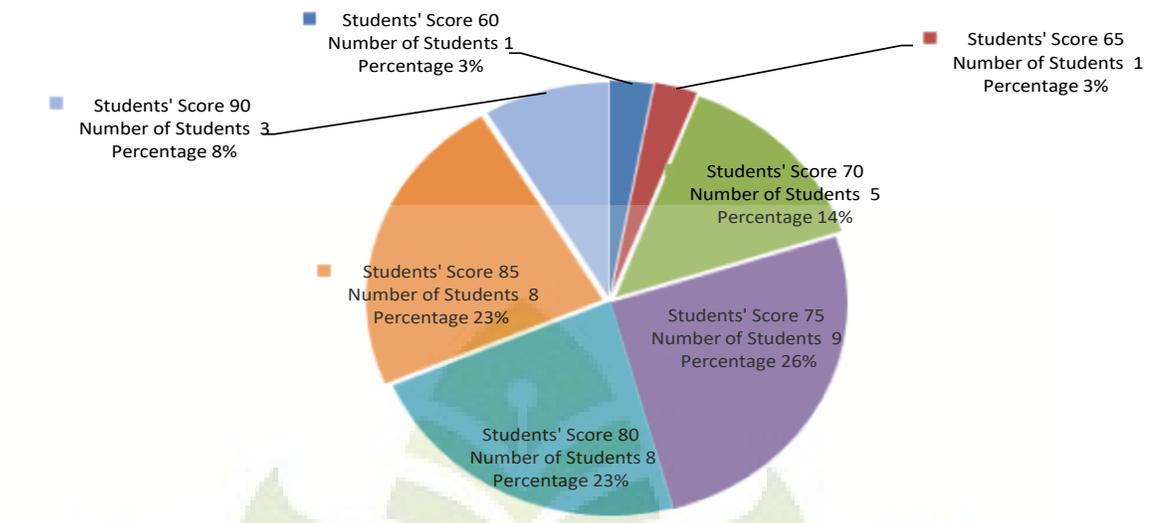


Figure 1
Graphs of the Post-Test Result in Experimental class

Based on Figure 2, the mean of post-test in experimental class was 78.29, standard of deviation was 7.17, N was 35, median was 80.00, mode was 75.00, variance was 51.39, minimum score was 60.00, and maximum score was 90.00. It showed students' present continuous tense mastery after they got the treatments (See Appendix 8)

2. Result of the post-test in the control class

The writer also gave post-test in control class to see students' ability after the treatment. It was administered on March 6th, 2017. The scores of post-test in control class are presented in Figure 2.

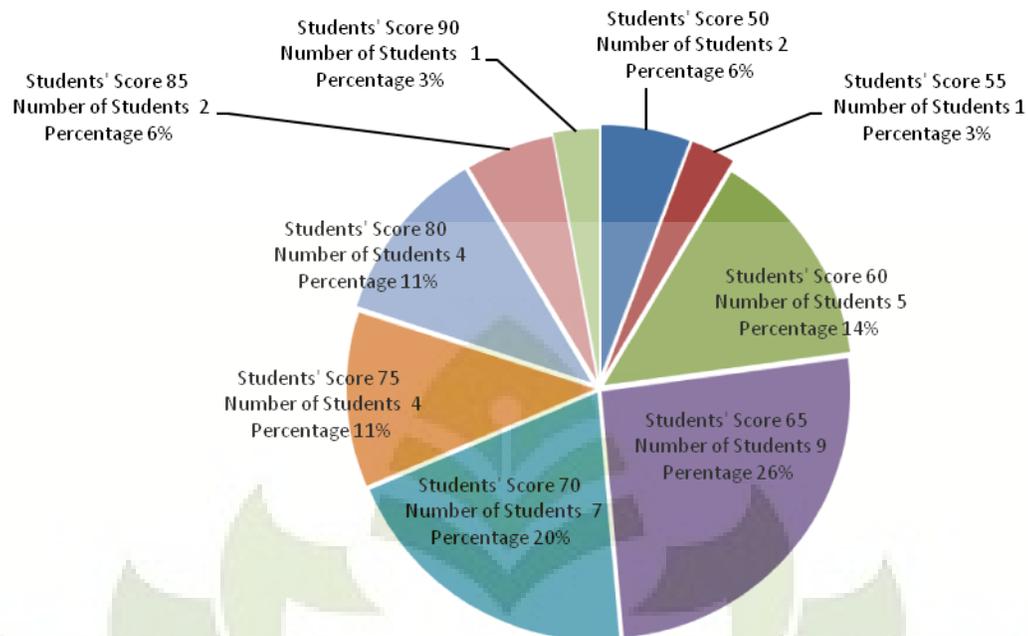


Figure 2
Graphs of the Post-Test Result in Control class

Based on the Figure 3 that the mean of post-test in control class was 68.86, standard of deviation was 9.48, N was 35, median was 70.00, mode was 65.00, variance was 89.32, minimum score was 50.00, and maximum score was 90.00 . It showed students' present continuous tense mastery after they got the treatments (See Appendix 9).

B. Data Analysis

After collecting the data, the writer analyzed them by using independent sample t-test. There were two assumptions that must be done before the writer analyzed the data by using independent sample t-test.

1) Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and known. They were the result of normality test and the result of homogeneity test.

a. The Result of Normality Test

The normality test used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research, the writer used statistical computation by using *SPSS (Statistical Package for Social Science)* for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of normality test acceptance were:

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table 6
Normality of the Experimental and Control Class

		Tests of Normality					
TECHNIQUE		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	1	.140	35	.081	.944	35	.076
	2	.144	35	.065	.965	35	.332

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that Pvalue (Sig) for experimental class was 0.81 for Kolmogorov-Smirnov^a and 0.76 for Shapiro-Wilk. For control class, the Pvalue was 0.65 for Kolmogorov-Smirnov^a and 0.33 for Shapiro-Wilk. Because Sig (Pvalue) of experimental class $> \alpha$ 0.05 it means H_0 is accepted and Sig (Pvalue) for the control class $> \alpha$ 0.05 it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

b. The Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The writer used statistical computation by using *SPSS (Statistical Package for Social Science)* for homogeneity. The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of homogeneity test acceptance were:

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 7
Homogeneity of Variance of the Experimental and Control Class

Test of Homogeneity of Variance			
Levene Statistic	df1	df2	Sig.
1.846	1	68	.179

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $\text{Sig (Pvalue)} = 0.18 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $\text{Sig (Pvalue)} > \alpha = 0.05$. It means that the variance of the data was homogenous. (See Appendix 13)

c. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied, therefore, the writer tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a : There is a significant influence of using Snake and Ladder game toward students' present continuous tense mastery at the second semester of eighth

grade of SMP Pangudi Luhur Bandarlampung in the academic year of 2016/2017.

H_0 : There is no significant influence of using Snake and Ladder game toward students' present continuous tense mastery at the second semester of eighth grade of SMP Pangudi Luhur Bandarlampung in the academic year of 2016/2017.

Criteria of Hypothetical test acceptance were:

H_a is accepted if $\text{Sig} < \alpha = 0.05$

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

Table 8
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
4.694	68	.000
4.694	63.308	.000

Based on the results obtained in the independent sample t-test in table 7, that the value of significant generated Sig (Pvalue) = 0.000 < $\alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using Snake and Ladder game technique toward students' present continuous tense mastery at the second semester of eighth grade at SMP Pangudi Luhur Bandarlampung in academic year of 2016/2017. (see appendix 8)

C. Discussion

Based on the finding of the research, it was found that the students who were taught by using Snake and Ladder Game have increased their mastery in comprehending present continuous tense. It might be due to in Snake and Ladder Game the students were highly involved in learning process, since they had to make sentence from the game and related it to their life.

In this part, the writer would like to discuss the finding about the influence of using Snake and Ladder Game on students Present Continuous tense Mastery was implemented. The participants of this research were the eighth-grade students of SMP Pangudi Luhur Bandarlampung in the second semester academic year 2016/2017.

Based on the result of research, it has shown that Snake and Ladder game influence students' present continuous tense mastery. From the result above, it can be seen that the result of students' post test in experimental class was higher than in the control class.

At the beginning of class, the students were taught through Snake and Ladder game in the experimental class and lecturing technique in the control class. Before doing Snake and Ladder game the writer explained to the students that Snake and Ladder game was and how the procedure of Snake and Ladder game

The last of the research, post-test was given to measure the improvement of present continuous tense mastery in both classes after treatment done. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. From the analysis above, the writer knows that the students who got high frequency of using Snake and Ladder game got better score. It was proved by the average score in both classes.

The average score of experimental class was 78.29 and the average score of control class was 68.86. Therefore, it can be concluded that using Snake and Ladder game was one of good technique in motivating students in learning English, especially grammar in present continuous tense by seeing the score in experimental class that is higher than control class.

It means that Snake and Ladder game could improve students' present continuous tense mastery. In this technique, the students are supported to be active in the teaching learning process. It had been supported by the previous research conducted by Albab about used Snake and ladder game was improved students' simple past tense mastery in constructing recount text a quasi-experimental research of the eighth grade students of SMP N 2 Demak in the academic year of 2013/2014, this technique was effective in enhancing the students' simple past tense mastery in constructing recount

text. The writer assumed that through this technique, the students were better comprehended to mastery present continuous tense form.

Based on the result of the students' score after the treatment by using Snake and Ladder Game, the writer assumption and the supporting theory were proved. So, the writer concludes that there is significant influence of using Snake and Ladder Game towards students' present continuous tense mastery at the eighth grade of SMP Pangudi Luhur Bandar Lampung in the academic year of 2016/2017.

