

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. General Description of the Research Place**

#### **1. Brief Profile of MTs N 2 Bandar Lampung**

MTsN 2 Bandar Lampung was built in 1978. At the time it is still riding in the building of state Religious Teacher Education (PGAN) Tanjung Karang, Lampung, and in the academic year of 1985/1986 officially moved and occupies its own building on an area of 20.000 m<sup>2</sup> (2 hectares). Building of MTs N 2 Bandar Lampung is located at Jl. Pulau Pisang No.20 Village Korpri Raya Subdistrict Sukarame Bandar Lampung Phone (0721) 780 135. The principal of MTs N 2 Bandar Lampung has been changed for eight times. The following are the name of the principals of MTs N 2 Bandar Lampung:

1. Khusairi M, BA (1978-1984)
2. Sumardi Alwi, BA (1984-1989)
3. Madin, BA (1989-1995)
4. Drs. M. Nadjmi (1995-2001)
5. Drs. Sartio (2001-2003)
6. Drs. Jamsari (2003-2005)
7. Drs. H. Ridwan Hawari, MM (2005-2015)
8. H. Nurhadi, S.Ag. M.Pd.I (2015-now)

The activities of teaching learning process in MTs N2 Bandar Lampung were done in the morning. The class is began at 07.15 a.m and ended at 14.30 p.m. The school had

32 classrooms consist of the twelve classes for seventh grade student, ten classes for eighth grade students and ten classes for ninth grade students. The total number of the teacher is 88 teacher, and the total number of the students are 1,184 students.

There were several rooms functioning as the office in the school. The office rooms were headmaster office, teacher office, and administration office. Then, it was completed by OSIS's room and UKS's room. This school also has a library, a computer laboratory, a language laboratory, a science laboratory, a science laboratory, a mosque and 25 toilets. For sport facilities, the school was provided with a football, volley, futsal, table tennis and broad jump court. The court also functioned as the field flag-raising ceremony which was held every Monday morning.

## 2. Condition of Teachers and Students of MTs N 2 Bandar Lampung

MTs N 2 Bandar Lampung had 88 teachers including 24 male teachers and 64 female teachers. All the teachers were graduated from bachelor degree. The data about number of the teachers of MTs N 2 Bandar Lampung can be seen in Table 7:

**Table 7**  
**The Data of Teachers in MTs N 2 Bandar Lampung**

No	Name	Subject
1	H. Hurhadi, S.Ag, M.Pd.I	Belief and Morals
2	H. Lukman Hakim, S.Pd, MM	Physics
3	Drs. H. Heru Pranoto	Sport
4	Dra. Rumiati	Belief and Morals
5	Dra. Hj. Nurtjahyani TP, M.Pd.I	Fiqih
6	Tina Marlinda, S.Ag, M.Pd.I	Arabic
7	Hj. Hasnawati, S.Pd.I	Islamic Education
8	Hj. Rodhiyatun, S.Pd.I	Arabic
9	Drs. H. Sueb	Belief and Morals

10	Dra. Reny Pujilestari	Biology
11	Dra. Hj. Pinariam	Qura'n Hadits
12	Rahmawati, S.Ag, MM. Pd	Belief and Morals
13	Dra. Yuniarti	Art
14	Hj. Asmaningsih, S.Ag, M.Pd.I	Art
15	Rahman, M.Pd.I	Fiqih
16	Tri Widyawati, S.Pd	Indonesian
17	Dra. Hj. Sumarni	Social Education
18	Yusmarni, S. Pd	English
19	Siti maesaroh, S. Ag	Arabic
20	Erni Hermala, S. Pd	Social Education
21	Dra. Hj. Yusriah	English
22	Dewi Choiriyah, S.Pd	Social Education
23	Yuli Ismayawati, S.Pd	Mathematics
24	Yenni Widiawati, M.Pd, MM.Pd	Indonesian
25	Drs. Uyung Helmansyah	Biology
26	Rini Sukismi, S.Pd, MM	Counseling Guidance
27	Isnaini Ramadhona, MM	English
28	Rumaini, M.Pd.I	History and Art of Islamic
29	Ambarwati, M.Sc	Biology
30	Ridha Wuryani, S.Pd, MM.Pd	Mathematics
31	Siti Sunarsih, S.Pd	Biology
32	Siti Insiyah, M.Pd	Mathematics
33	Dra. Sisom	Civics
34	Hergani, S.Pd	Mathematics
35	Setiawan, S.Pd.I	Mathematics
36	Eka Yusneri, S.Pd.I	Lampung Language
37	Sunarto, M.Ed	English
38	Erita Fifawati, S.Pd.I	Indonesian
39	Evi Linawati, S.Ag, MM.Pd	Belief and Morals
40	Hj. Asnah Yusfit, S.pd	Mathematics
41	Kasumawati, S.Pd	Science
42	Juanda, S.Pd, M.Pd.I	Social Education
43	Yenni, S.Pd	Indonesian
44	Sari Kaldi, S.Ag	Belief and Morals
45	Drs. Agus Harwanto, M.Ed	Physic
46	Hj. Rubiyatun, S.Pd	Social Education
47	H. Mahmud, S.Pd.I, MM.Pd	Islamic Education
48	Hajir Maimuri Karim, S.Pd	Civics
49	Nihayaturrahmah, S.Pd	Indonesian
50	Erlinayani, S.Pd	Indonesian

51	Khalimi, S.Ag	Arabic
52	Yuzi Fahrizal, S.Ag. M.Pd.I	Arabic
53	Tri Noviana, S.Pd.I	Islamic Education
54	Ferawati, S.Pd	Counseling Guidance
55	Yenni Mariska, S.Pd	Civics
56	Nusirwan, S.Ag	Sport
57	Prapti Winarti, S.Ag	Geographical
58	Yulianti, S.Pd	Indonesian
59	Aminah, S.Ag	Islamic Education
60	Hendri Setiabudi Sukma, M.Pd.I	Arabic
61	Cecilia, S.Pd	Lampung Language
62	Refiana, S.Pd.I	-
63	Nur Hayati, S.Pd.I	History and Art of Islamic
64	Pirawati, S.Pd.I	Civics
65	Rahmawati Sa'adah, S.Pd	Lampung Language
66	Nurwaton, S.Pd	Counseling Guidance
67	Desnilawati, S.Si	Mathematics
68	Siska Maylanasari, S.Pd	Counseling Guidance
69	Eva Suryani, S.Pd	English
70	Eva Syamaria Subing, S.Pd	Indonesian
71	Siti Rahmawati, S.Pd.I	Islamic Education
72	Hj. Balqis Prihatina, S.Pd.I	Arabic
73	Nur Izzati, S.Pd.I	Geographical
74	Miftah Hudi, S.Pd	Technology Information of Computer
75	Rika Lusia, S.Pd.I	Islamic Education
76	Nelliwati, S.Pd.I	Counseling Guidance
77	Kasnidar, S.Pd.I	Counseling Guidance
78	Khairunnufus, S.Ag	Counseling Guidance
79	Doni Sastrawan, S.Pd.I	Tahfidz
80	Arsita Rini, S.S	English Literature
81	Rotnawati, S.Ag	Islamic Education
82	Wahyu Widodo, S.Pd	Mathematics
83	Suhirno, S.Pd.I	Tahfidz
84	Ahmad Ali, S.Pd.I	Sport
85	Vita Nurul Hidayati	Tahfidz
86	Daris Budiana	Tahfidz
87	Ahmad Rohman, S.Pd.I	-
88	Rr. Tri Arum Wulandari, S.Pd	Art

*Source: Document of MTs N 2 Bandar Lampung*

The number of students in MTs N 2 Bandar Lampung, can be presented in Table 6:

**Table 8**  
**The Number of Students in MTs N 2 Bandar Lampung**  
**in the Academic Year of 2016 / 2017**

No	Class	Gender		Total
		Male	Female	
1	VII A	14	21	35
	VII B	14	20	34
	VII C	14	20	34
	VII D	14	22	36
	VII E	16	17	33
	VII F	18	18	33
	VII G	14	17	31
	VII H	18	14	32
	VII I	16	16	32
	VII J	15	14	29
	VII U1	18	18	36
	VII U2	16	20	36
	<b>Total</b>	<b>187</b>	<b>217</b>	<b>401</b>
2	VIII A	17	18	35
	VIII B	14	25	39
	VIII C	19	18	37
	VIII D	22	18	40
	VIII E	21	18	39
	VIII F	24	18	42
	VIII G	20	18	38
	VIII H	22	18	40
	VIII U1	12	22	34
	VIII U2	13	21	34
	<b>Total</b>	<b>188</b>	<b>188</b>	<b>376</b>
3	IX A	16	24	40
	IX B	19	21	40
	IX C	15	24	39
	IX D	18	22	40
	IX E	18	24	42
	IX F	18	24	42

	IX G	18	24	42
	IX H	16	26	42
	IX U1	20	18	38
	IX U2	19	20	39
	<b>Total</b>	<b>177</b>	<b>227</b>	<b>404</b>
	<b>Total</b>	<b>552</b>	<b>632</b>	<b>1181</b>

*Source: Document of MTs N 2 Bandar Lampung*

As the explanation before, there were 1,181 students in this school. They were divided into three grades, grade VII, VIII and IX. There were 401 students of grade VII consisting of 187 male and 217 female. The students for grade VIII were 376 students including 188 male and 188 female. And the last, grade IX had 404 students, 177 male and 227 female.

### 3. Facilities of MTs N 2 Bandar Lampung

To support the teaching and learning process, MTs N 2 Bandar Lampung had some facilities. This is detailed information about the number and the condition of teaching and learning facilities of MTs N 2 Bandar Lampung can be presented in Table 7:

**Table 9**  
**Total Rooms of MTs N 2 Bandar Lampung**

No	The Name of Room	Total	Condition
1	Headmaster's room	1	Good
2	Teaches' room	2	Good
3	Classroom	32	Good
4	Computer laboratory	1	Good
5	Mosque	1	Good
6	Library	1	Good
7	Osis' room	1	Good
8	Polyclinic/UKS' room	1	Good
9	Canteen	7	Good
10	Toilet for the Teachers	3	Good

11	Toilet for the students	21	Good
12	Science laboratory	1	Good
13	Language laboratory	1	Good

*Source : Document of MTs N 2 Bandar Lampung*

From the explanation before, it showed that MTs N 2 Bandar Lampung had some rooms that is used to support the process of teaching and learning activities. The conditions of all the rooms were good.

### **B. The Research Steps**

The researcher conducted the research in April 14<sup>th</sup> 2017. Before conducting the research, the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps:

1. Determining the subject of the research, namely the students at the seventh grade of MTs N 2 Bandar Lampung.
2. Designing the test which was the multiple choice test, topics about close environment, and theme about sports, occupation, and public places for each of pre-test and post-test.
3. Determining the sample of the research by using cluster random sampling.
4. Holding the try-out test to know the reliability and validity of the test, this test was given to the students out of research sample, it was VII D.
5. After getting the valid and reliable items of the tests, the researcher gave the valid and reliable items of pretest to sample. In this research the sample

was VII G as an experimental class and VII H as a control class. Holding the pre-test in order to know the students' vocabulary mastery before they had treatment.

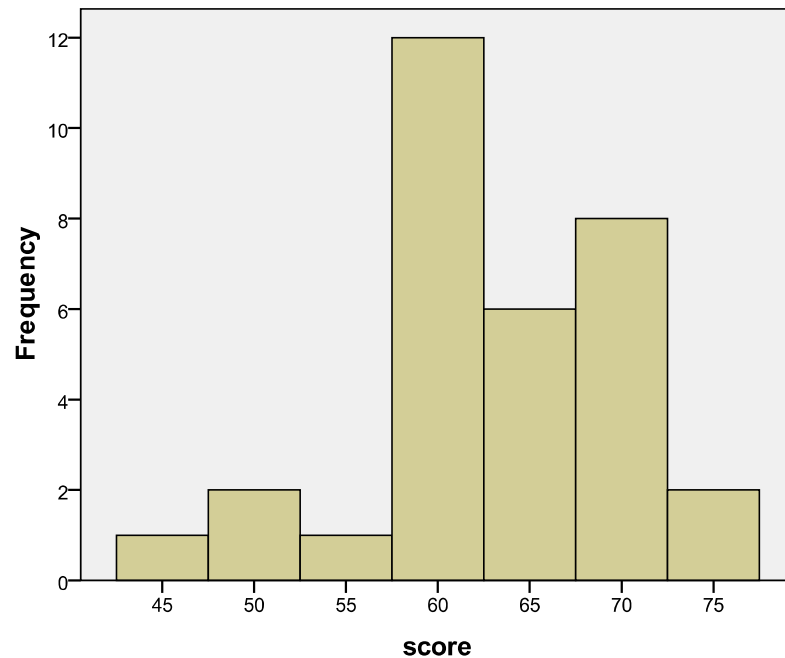
6. Analyzing the data which got through the pretest.
7. The treatment was conducted three times after the researcher gave the pretest to the sample. The researcher did the treatment of Hangman game to the experimental class.
8. After treatment, the researcher gave post-test to the sample in order to know the students' vocabulary mastery after the treatment.
9. To know the normality and homogeneity result of the data gotten through pretest and posttest, the researcher analyzed the data by using SPSS.
10. Before making the conclusion, the researcher tested the hypothesis.
11. As the last process of the research, the researcher reported the result of the research.

## **C. Result of the Research**

### **1. Result of Pre-test**

The researcher conducted pretest in order to see students' vocabulary mastery before the treatment. The scores of the students' vocabulary mastery that were tested in pretest can be seen in Figure 1 and Figure 2.





**Figure 1**  
**The Result of Pretest of Experimental Class**

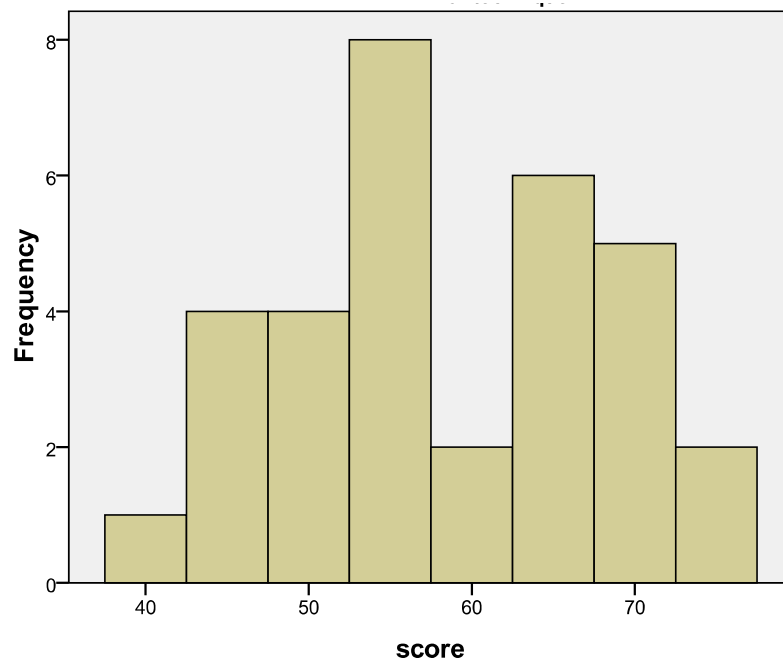
Based on the Figure 1, it can be concluded that there was one student who got 45 score. There were two students who got 50 score, there was one student who got 55 score, there were twelve students who got 60. There were six students who got 65 score. There were eight students who got 70 score and only two students who got 75 score. For the statistics of the result of pre-test of VII G, it can be seen on Table 8.

**Table 10**  
**Statistics of the Result of the Pretest of VII G**

<b>Statistics</b>	<b>Score</b>
Mean	63
Minimum	45
Maximum	75
Median	62.5
Mode	60

Based on Table 8, it showed that the mean of pretest score in VII G as the experimental class was 60. The maximum score was 75 and the minimum score was 45. The median score was 60 and the mode score was 60.

The result of the pretest of VII H can be seen on the following Figure:



**Figure 2**  
**The Result of Pre Test of Control Class**

From figure 2, it can be concluded that only one student who got 40 score. There were four students who got 45 and 50. There were eight students who got 55 and two students who got 60 score. There were six students who got 65 score, five students got 70 score, and two students who got 75 score.

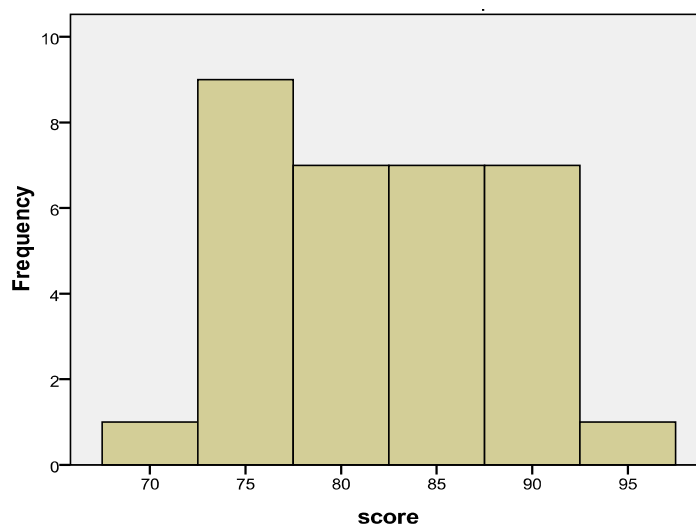
**Table 11**  
**Statistics of the Result of the Pretest of Control Class**

<b>Statistics</b>	<b>Score</b>
Mean	58
Minimum	40
Maximum	75
Median	55
Mode	55

Based on Table 9, it showed that the mean of pretest score in VII H as the control class was 58. The maximum score was 75 and the minimum score was 40. The median score was 55 and the mode score was 55.

## 2. Result of Posttest

The researcher also conducted posttest in order to know students' vocabulary mastery after the treatment. The scores of the students' vocabulary mastery that were tested in post-test can be seen in Figure 3 and Figure 4.



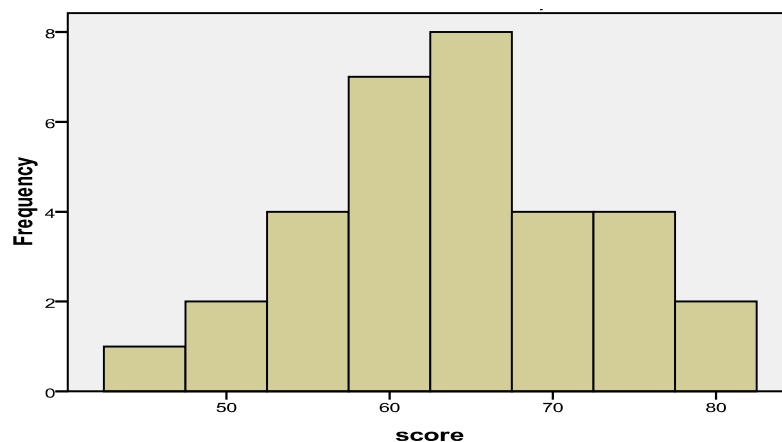
**Figure 3**  
**The Result of Post Test of Experimental Class**

Based on figure 3, it can be concluded that there was one student who got 70 score. There were nine students who got 75 score, there were seven students who got 80 score, there were seven students who got 85 score, there were seven students who got 90 score, there was one student who got 95 score. For the statistics of the result of posttest of VII G, it can be seen on Table 12:

**Table 12**  
**Statistics of the Result of the Posttest of Experimental Class**

Statistics	Score
Mean	82
Minimum	70
Maximum	95
Median	80
Mode	75

Based on Table 10, it showed that the mean of post test score in VII G as the experimental class was 82. The maximum score was 95 and the minimum score was 70. The median score was 80 and the mode score was 75. The result of the post test of VII H as a control class can be seen on the following Figure:



**Figure 4**  
**The Result of Posttest of Control Class**

While for the posttest score of VII H as the control class, it can be seen in figure 4. From figure 4, it can be concluded that only one student got 45 score. There were two students who got 50 score. There were four students who got 55 and seven students who got 60 score, there were eight students got 65 score, four students got 70 and 75 score, and two students got 80 score.

**Table 13**  
**Statistics of the Result of the Post test of VII H**

<b>Statistics</b>	<b>Score</b>
Mean	64
Minimum	45
Maximum	80
Median	65
Mode	65

While for the statistics of the result of the post test of VII H as the control class it can be seen in Table 11. From Table 11, it can be seen that the mean score was 64. The maximum score was 80. The minimum score was 45. The median score was 65. The mode score was 65.

#### **D. Result of Data Analysis**

##### **1. Fulfillments of the Assumption**

###### **a. Result of Normality Test**

The researcher did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follows:

The hypotheses for normality test were formulated below:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

While the criteria acceptance or rejection of normality test were:

$H_0$  is accepted if Sig ( $p_{value}$ ) = 0.05

$H_a$  is accepted if Sig ( $p_{value}$ ) < = 0.05

**Table 14**  
**The Result of Normality Test in Experimental and Control Class**

technique		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain	Experimental Class	.169	32	.021	.918	32	.019
	Control Class	.270	32	.000	.735	32	.000

a. Lilliefors Significance Correction

Based on the table 12, it can be seen that Sig. ( $p_{value}$ ) for experimental class was 0.021 and Sig. ( $p_{value}$ ) for control class was 0.000 and = 0.05. It means that Sig ( $p_{value}$ ) < and  $H_0$  is rejected. The conclusion is the data were not in the normal distribution.

### b. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for the homogeneity test were formulated as follows:

$H_0$  : The variance of the data is homogenous

$H_a$  : The variance of the data is not homogenous

While the criteria acceptance or rejection of homogeneity test were:

$H_0$  is accepted if  $\text{Sig} (p_{\text{value}}) = 0.05$

$H_a$  is accepted if  $\text{Sig} (p_{\text{value}}) < 0.05$

**Table 15**  
**The Result of Homogeneity Test in Experimental and Control Class**

	Levene Statistic	df1	df2	Sig.
gain Based on Mean	.003	1	62	.958
Based on Median	.022	1	62	.883
Based on Median and with adjusted df	.022	1	58.348	.883
Based on trimmed mean	.006	1	62	.939

Based on Table 13, it can be seen that  $\text{Sig} (p_{\text{value}})$  based on mean was 0.958, and  $= 0.05$ . It means that  $\text{Sig} (p_{\text{value}}) > 0.05$  and  $H_0$  is accepted. The conclusion is the data have same variance or homogenous.

## 2. The Result of Hypothetical Test

After the researcher knew that the data was not normal and homogeneous, the data was analyzed by using Mann Whitneytest in order to know the significance of the treatment effect. The hypotheses are:

$H_a$ : There is a significant influence of using Hangman game towards students' vocabulary mastery at the second semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017.

$H_0$ : There is no a significant influence of using Hangman game towards students' vocabulary mastery at the second semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017.

While the criteria of the hypothetical test are:

$H_a$  is accepted if Sig (p<sub>value</sub>) = 0.05

$H_0$  is accepted if Sig (p<sub>value</sub>) > = 0.05

**Table 16**  
**Ranks**

technique	N	Mean Rank	Sum of Ranks
gain Experimental	32	47.25	1512.00
Control	32	17.75	568.00
Total	64		

**Test Statistics<sup>a</sup>**

	gain
Mann-Whitney U	40.000
Wilcoxon W	568.000
Z	-6.486
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: technique

Based on the result obtained in the table 14, it is clear that the value of significant generated Sig. (p<sub>value</sub>) or Sig. (2-tailed) of the equal variance assumed 0.000, and the = 0.05. It means that Sig (p<sub>value</sub>) < , so  $H_0$  is rejected and  $H_a$  is accepted. Based on the



computation, it was concluded that there was a significant influence of using Hangman game towards students' vocabulary mastery at the seventh grade of MTs N 2 Bandar Lampung.

#### **E. Discussion of Finding**

At the beginning of the research, the researcher explained there were some procedures used to know the students' vocabulary mastery. Some tests were conducted to collect the data such as pre test and post test. The pre test was administered to know the students' vocabulary mastery before they were given treatments from the researcher. The score of pre test would be used as the students' score before treatments. The kind of vocabularies which was tested were common noun including single word, compound word, and complex word. The theme was close environment with topics about sport, occupation, and public places.

The result showed that the mean score of pre test between experimental class and control class were slightly different. The score of pre test in experimental class showed that the mean was 63.13 while the score of pre test in the control class was 58.44. Next, after analyzed the data of normality test score and it showed that the data were not normal. After the normality test, the researcher analyzed the homogeneity of the data and it showed that the data were homogenous.

In the last of the research, post test was given to measure the improvement of the students' vocabulary mastery in both classes after the treatments done. The score of post test in experimental class showed that the mean was 82.03 and the score of post test in control class showed that the mean was 63.91. Next the researcher analyzed the normality and homogeneity of the data and the result showed that the data were not normal and homogenous.

The researcher used Mann-Whitney test because the data were not normal. Based on the analysis of the data and the testing of the hypotheses, the result of Mann-Whitney test is that the null hypotheses ( $H_0$ ) is refused and the alternative hypotheses ( $H_a$ ) is accepted. It means that there is a significant influence of using Hangman game game towards students' vocabulary mastery.

According to finding of the research, it can be concluded that using Hangman game in teaching learning process encouraged the students to gain the success in learning the vocabulary. It had been supported in previous research conducted by Novriana, et.al about Improving Vocabulary Mastery through Hangman Game to Elementary School Students, where the research revealed that there is an improvement in teaching vocabulary by using Hangman game. Then Wright also stated that the students can increase their collections of vocabulary items by using Hangman game. It can make the students enthusiast to learn vocabulary and motivate them to increase their vocabulary mastery.

From the explanation above, it can be concluded that there is a significant influence of using Hangman game towards students' vocabulary mastery at the second semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017.