**CHAPTER IV**

**DATA PRESENTATION AND RESEARCH FINDINGS**

This chapter focuses on presenting the basic result of the data analysis. Three main topics are discussed here. They are descriptive statistics, and inferential statistics, t-test, hypothesis testing and discussion.

1. **Descriptive Statistics**

 Descriptive statistics is a branch of statistics that only analyze and show the data without make a conclusion for the population or subject. In other word it just see the general condition from the data (Sujianto, 2009:5).

Butler (1985) also said ”Once we have a set of data, either for every occurrence of our chosen phenomenon or for a sample of it, we usually need to summarize it in such a way that we can discern its general characteristics. The tools available. For this task constitute descriptive statistics”.

Hasan et al in (Sujianto, 2009:5) state that descriptive analyze is the analysis from the research data for testing the generalization of result of the study according to one sample. This analysis was done with descriptive hypothesis testing. The result of hypothesis can be generalized or no. if Ha is accepted, it means that the result of the study can be generalized.

According to the explanation above, descriptive statistics only explaining the data or give the information to the data. In other word descriptive statistics was used to explain the condition effect or problem.

In this research, the researcher wants to know the different result between the students before being taught by using little shop of treasures game and after being taught by using little shop of treasures game. The result of the test can be seen in table 4.1

**Table 4.1.** **The Students’ Vocabulary Achievement Before Being Taught by Using Little Shop of Treasures Game (Pretest) and After Being Taught by Using Little Shop of Treasures Game (Posttest)**

|  |  |  |
| --- | --- | --- |
| No | Subject | Students’ score |
| Pretest | Posttest |
| 1 | A | 35 | 75 |
| 2 | B | 45 | 75 |
| 3 | C | 60 | 100 |
| 4 | D | 60 | 85 |
| 5 | E | 60 | 100 |
| 6 | F | 40 | 75 |
| 7 | G | 65 | 95 |
| 8 | H | 50 | 80 |
| 9 | I | 40 | 90 |
| 10 | J | 50 | 65 |
| 11 | K | 40 | 80 |
| 12 | L | 40 | 65 |
| 13 | M | 75 | 75 |
| 14 | N | 40 | 80 |
| 15 | O | 70 | 85 |
| 16 | P | 70 | 85 |
| 17 | Q | 70 | 85 |
| 18 | R | 70 | 95 |
| 19 | S | 65 | 75 |
| 20 | T | 45 | 70 |
| 21 | U | 70 | 90 |
| 22 | V | 45 | 90 |
| 23 | W | 50 | 80 |
| 24 | X | 40 | 65 |
| 25 | Y | 70 | 75 |
| 26 | Z | 50 | 75 |
| 27 | AA | 65 | 85 |

The numbers of the test given were 20 questions for 21 students. The pretest was done before treatment process (teaching vocabulary by using little shop of treasures game), this test is given to know the basic competence for all students and to know their earlier knowledge before they get treatment.

The posttest was done after treatment process (teaching vocabulary by using little shop of treasures game). It is done to know the final score and to know the students’ difference competence before and after they get treatment.

The mean is what the layman means by an average, although the statistician would regard all three measures of central tendency as type of average. To obtain the mean of a set of figures, we add up all the figures and divide by the total number of observation. In this research, the researcher find the mean out of the data before treatment is 54.81 and after treatment is 81.30.

1. **Inferential Statistics**

Djarmanto and Subagyo state in (Sujianto, 2009:6) inferential statistics is the statistics that study about how to make the conclusion of the population according to the data. There was estimation, hypothesis testing in the inferential statistics. Making conclusion at the inferential statistics was the generalization from the population according to the data.

1. **Hypothesis Testing**

The hypothesis testing of this study is as follow:

* 1. If the significant level is less than 0.05%, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is different score to the students before being taught by using little shop of treasures game and after being taught by using little shop of treasures game. The difference is significant.
	2. If the significant level is more than 0.05%, the Null Hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is not different score to the students before being taught by using little shop of treasures game and after being taught by using little shop of treasures game. The difference is not significant.
1. **Analysis of the T-Test**

To know whether the significant level is less or more than 0.05%, the researcher analyzed the data by using SPSS 16.0.

The result of analyzing the data is showed in table 4.2

**Table 4.2. Paired Samples Test**

| **Paired Samples Test** |
| --- |
|  |  | Paired Differences | T | df | Sig. (2-tailed) |
|  |  | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
|  |  | Lower | Upper |
| Pair 1 | pretest - posttest | -26.481 | 12.389 | 2.384 | -31.382 | -21.581 | -11.107 | 26 | .000 |

Table 4.2 is t-test analysis that is used by the researcher and the result of significant level is 0.00%. By comparing the significant level in the table (0.00%) and the significant level 0.05%. It is known that the significant level 0.00% is less than 0.05%= 0.00% < 0.05%. This means that Ha which states that there is significant effect in the vocabulary achievement after the students are taught by using little shop of treasures game is accepted. Whereas Ho which states that there is no significant effect in the vocabulary achievement after the students are taught by using little shop of treasures game is rejected.

1. **Discussion**

Based on the data analysis, the researcher know that the significant level is less than 0.05%, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, it means that there is significant different vocabulary score of the fifth grade students of SDN Kutoanyar 02 between students’ achievement before taught by using little shop of treasures game and after taught by using little shop of treasures game.

Based on research method in chapter III in this research, the teaching and learning process was divided into three steps. First step is giving pre test for the students to know the students’ vocabulary achievement without teaching by using little shop of treasures game.

The second step is giving treatment for the students. Treatment here is in the form of little shop of treasures game in the teaching and learning process. The third step is giving post test for the students to know the students’ vocabulary achievement after they gave the treatment in the form of little shop of treasures game.

Based on research finding, little shop of treasures game surely shows the real effectiveness, because it can help the students to improve their vocabulary skill. Thomas in Astuti (2008) state that teachers use games as learners make use of all their senses, sight, sound, touch, even taste and smell and learners learn in many different ways: by listening to what people tell them, by watching what they do, by coping them, by experimenting and finding things out for themselves and above all practicing various skills. Children also like too many activities by imitating what the teachers do and moving their bodies. Many movement exploration activities is helpful in facilitating for perceptual-motor integration.

So playing games is a good way to learn vocabulary. By using games, the teachers can create various contexts in which students have to use the language to communicate, exchange information, and express their own opinion (Wright, Betteridge and Bucky, 2003:3).

It is stated by Domke in Astuti (2008) that they will like the relaxed atmosphere, the competitiveness, and motivation that games brought to the classroom. Students have a chance to use their imagination and creativity with activities like games in the classroom so that they are motivated to learn.

Based on the research finding, so the theory above is accepted by the researcher, especially in using little shop of treasures game in mastering English vocabulary to the elementary school, because it can improve the students’ vocabulary achievement.