

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 The Data

The research analyzed data from two kinds of data. They were qualitative and quantitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet, document, field notes, and questionnaire. The data were taken only one class. The class was VIII¹ which consisted of 42 students, 23 female and 19 male. This research was done in two cycles. Every cycle consisted of four steps of classroom action research, namely; planning, action, observation, and reflection.

4.1.1 The Quantitative Data

The quantitative data were taken from the results which carried out in two cycles and three meetings. The test was given to the students in forms of pre test test, post test of cycle I and post test of cycle II. The result of the students' score could be seen in the following table:

Table 1
The Students' Score During Cycle I (Pre Test and
Post Test of Cycle I) and Cycle II (post test of Cycle II)

NO	CODE OF STUDENTS' NAME	Students' Score		
		Pre Test	Post Test of Cycle I	Post Test of Cycle II
1	A-1	50	80	100
2	A-2	45	70	80
3	A-3	45	85	100
4	A-4	40	70	100
5	A-5	40	70	100

6	A-6	50	70	100
7	A-7	45	95	100
8	A-8	45	80	90
9	A-9	30	80	90
10	A-10	40	80	80
11	A-11	40	75	80
12	A-12	45	70	85
13	A-13	45	60	70
14	A-14	50	90	100
15	A-15	40	40	60
16	A-16	40	80	100
17	A-17	40	80	100
18	A-18	50	90	100
19	A-19	50	90	80
20	A-20	35	85	100
21	A-21	45	80	90
22	A-22	35	80	100
23	A-23	40	95	100
24	A-24	40	55	60
25	A-25	45	90	80
26	A-26	35	90	100
27	A-27	45	70	70
28	A-28	45	70	80
29	A-29	40	85	90

30	A-30	40	70	85
31	A-31	45	80	90
32	A-32	40	80	90
33	A-33	45	95	100
34	A-34	50	65	80
35	A-35	50	75	75
36	A-36	40	80	100
37	A-37	40	90	100
38	A-38	45	75	80
39	A-39	50	90	85
40	A-40	40	75	90
41	A-41	50	80	90
42	A-42	40	80	95
TOTAL		$\Sigma = 1810$	$\Sigma = 3290$	$\Sigma = 3745$
		$\bar{X} = 43,09$	$\bar{X} = 78,33$	$\bar{X} = 89,17$

4.1.2. The Qualitative Data

The qualitative data were analyzed from observation sheet, questionnaire, field notes, and documentation that were taken in each meeting.

a. Observation Sheet

The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching and their achievement. Observation sheet was used to measure the level of students' activities during teaching learning process and interaction between teacher and students. The result of observation during the research can be seen in *Appendix VII* and *Appendix VIII*.

From the observation sheet, the researcher noted that the students were active and enthusiastic in building up vocabulary by Odd-Man-Out Games.

b. Questionnaire

To add the data, the researcher used a questionnaire. The purpose of giving the questionnaire is to support the primary data. The researcher distributed the questionnaire on Thursday, November 7th 2014 and was responded by 42 students. The writer gave 5 items to be answered. The task of the students was just to answer with "yes" or "no". The data are in *Appendix XI* and *Appendix XII*.

Question number 1 asked about the students' opinion whether the students were interested to learn with Odd-Man-Out or not. There are 41 (97,62%) students answering "yes" and only 1 (2,38%) student answering "no". Based on the answer of the question number 1, it is clear that the majority of the students were interested with Odd-Man-Out game given.

Item number 2 asked about whether the Odd-Man-Out game given help the students in learning vocabulary or not. The whole students answer "yes" (42/100%). It was surprising that Odd-Man-Out game given is interesting to the students.

Item number 3 asked about whether there is different result of the vocabulary mastery both before and after Odd-Man-Out was given. There whole students answer "yes" 42 (100%). Based on the answer of the question number 3, it is clear that the majority of the

students took benefit of Odd-Man-Out. Besides, it proves that Odd-Man-Out could build up the vocabulary mastery.

Item number 4 concerned with the question whether the noun vocabularies that the students often used are needed in their daily lives or not. There were 42 (100%) students saying “yes” and no students saying “no”. It is clear that the relation between the noun vocabularies in the topic offered in this action and the noun vocabularies that the students often used and needed in their daily lives are very relevant.

Item number 5 tried to seek the opinion of the students whether or not the program that had been conducted should be given continuously. There are 36 (85,71%) students saying “yes” and 6 (14,29%) students saying “no”. It is obvious that the majority of the students expected the program to be given regularly and continuously.

Here is result of the questionnaire:

Table 2
The Result of The Questionnaire the Action Research

No	Item Answer	“Yes” Answer	“No” Answer
1	1	41 (97,62%) students	1 (2,38%) student
2	2	42 (100%) students	0 (0%) student
3	3	42 (100%) students	0 (0%) student
4	4	42 (100%) students	0 (0%) student
5	5	36 (85,71%) students	6 (14,29%) students

Based on the result of the questionnaire, it can be conclude that:

1. The students were very interesting in Odd-Man-Out game given by the teacher.
2. Odd-Man-Out game have some advantages. It can help the students in mastering vocabulary and they can be used to increase their motivation.
3. There is different result of the vocabulary mastery before and after Odd-Man-Out is given.
4. The relation between the noun vocabulary in the topic offeed in this action and noun vocabulary that the students often used and we needed in their daily lives are very relevant.
5. The students think that the program is necessary for them and should be given continually.

c. Diary Notes

Field notes were written by the researcher in every meeting during conducting the research. From the field notes, it was found that the students were active and enthusiastic

during the teaching learning process. So, in this research, students showed the improvement in learning vocabulary. The result of this observation is put on observation sheet at *Appendix XV*.

4.2 Data Analysis

The data analysis were analysed by quantitative data and the qualitative data.

4.2.1 The Quantitative Data

The researcher gave a test for the students in the end of each cycle. It was found that the mean of students' test result is kept improving from pre-test until post-test of the second cycle.

In orientation test, the total score of the students' was 1810 and the number who took the test was 42, so the mean of the students was:

$$X = \frac{1810}{42} = 43,09$$

In the post test of cycle I, the total score of the students was 3855 and the number of students who took the test was 42, so the mean of the students was:

$$X = \frac{3290}{42} = 78,33$$

In the post test of cycle II, the total score of the students was 4040 and the number of the students who took the test was 42, so the mean of the students was:

$$X = \frac{3745}{42} = 89,17$$

The number of the master students was calculated as follows:

$$P = \frac{R}{T} \times 100\%$$

The percentage of master students in the orientation test:

$$P = \frac{0}{42} \times 100\% = 0\%$$

The percentage of master students in the post test of cycle I:

$$P = \frac{38}{42} \times 100\% = 90,47$$

The percentage of master students in the post test of cycle II:

$$P = \frac{40}{42} \times 100\% = 95,24\%$$

Table 3

**Data Analysis of Students' Test Result In Pre Test, Post Test In The First Cycle, and
Post Test In The Second Cycle**

NO	CODE OF STUDENTS' NAME	CYCLE I				CYCLE II	
		PRE TEST		POST TEST		POST TEST	
		Score	Criteria Success (>70)	Score	Criteria Success (>70)	Score	Criteria Success (>70)
1	A-1	50	Unsuccess	80	Success	100	Success
2	A-2	45	Unsuccess	70	Success	80	Success
3	A-3	45	Unsuccess	85	Success	100	Success
4	A-4	40	Unsuccess	70	Success	100	Success
5	A-5	40	Unsuccess	70	Success	100	Success
6	A-6	50	Unsuccess	70	Success	100	Success
7	A-7	45	Unsuccess	95	Success	100	Success
8	A-8	45	Unsuccess	80	Success	90	Success
9	A-9	30	Unsuccess	80	Success	90	Success
10	A-10	40	Unsuccess	80	Success	80	Success
11	A-11	40	Unsuccess	75	Success	80	Success
12	A-12	45	Unsuccess	70	Success	85	Success

13	A-13	45	Unsuccess	60	Unsuccess	70	Success
14	A-14	50	Unsuccess	90	Success	100	Success
15	A-15	40	Unsuccess	40	Unsuccess	60	Unsuccess
16	A-16	40	Unsuccess	80	Success	100	Success
17	A-17	40	Unsuccess	80	Success	100	Success
18	A-18	50	Unsuccess	90	Success	100	Success
19	A-19	50	Unsuccess	90	Success	80	Success
20	A-20	35	Unsuccess	85	Success	100	Success
21	A-21	45	Unsuccess	80	Success	90	Success
22	A-22	35	Unsuccess	80	Success	100	Success
23	A-23	40	Unsuccess	95	Success	100	Success
24	A-24	40	Unsuccess	55	Unsuccess	60	Unsuccess
25	A-25	45	Unsuccess	90	Success	80	Success
26	A-26	35	Unsuccess	90	Success	100	Success
27	A-27	45	Unsuccess	70	Success	70	Success
28	A-28	45	Unsuccess	70	Success	80	Success
29	A-29	40	Unsuccess	85	Success	90	Success
30	A-30	40	Unsuccess	70	Success	85	Success
31	A-31	45	Unsuccess	80	Success	90	Success
32	A-32	40	Unsuccess	80	Success	90	Success
33	A-33	45	Unsuccess	95	Success	100	Success
34	A-34	50	Unsuccess	65	Unsuccess	80	Success
35	A-35	50	Unsuccess	75	Success	75	Success
36	A-36	40	Unsuccess	80	Success	100	Success

37	A-37	40	Unsuccess	90	Success	100	Success
38	A-38	45	Unsuccess	75	Success	80	Success
39	A-39	50	Unsuccess	90	Success	85	Success
40	A-40	40	Unsuccess	75	Success	90	Success
41	A-41	50	Unsuccess	80	Success	90	Success
42	A-42	40	Unsuccess	80	Success	95	Success
TOTAL		$\sum X = 1810$ $\bar{X} = 43,09$		$\sum X = 3290$ $\bar{X} = 78,33$		$\sum X = 3745$ $\bar{X} = 89,17$	

From the result of analysis showed that there was a development on the student's ability at vocabulary mastery. It is showed from the mean of the mean of pre-test was 43,09, the mean of post test in the first cycle was 78,33 and the mean of post test in the second cycle was 89,17.

Table 4

The Percentage of The Students' Test Result In The First Cycle and The Second Cycle

Meeting			Students who got up to 70	Percentage
Cycle I	1	Pre Test	0	0%
	2	Post test	38	90,47%
Cycle II	3	Post test	40	95,24%

Based on the table above, the result showed the improvement of students' score from the pre test to the post test of cycle II. In the pre test, students got up 70 there was no student (0%). In the post test of cycle I, students got up 70 there were 38 of 42 students (90,47%). In the post test of cycle II, students got up to 70 there were 40 of 42 students (95,24%). The improvement was about 4,77%.

4.2.1.1 The Hypothesis Testing

So, to test hypothesis in this research, it is used to average similarity test by using statistic "t", as follow:

Table 5

The Statistic Analysis of The Students' Test Result In The First and The Second Cycle

No	Post Test In Cycle I	Post Test In Cycle II	D	D ²
1	80	100	20	400
2	70	80	10	100
3	85	100	15	225
4	70	100	30	900
5	70	100	30	900
6	70	100	30	900

7	95	100	5	25
8	80	90	10	100
9	80	90	10	100
10	80	80	0	0
11	75	80	5	25
12	70	85	15	225
13	60	70	10	100
14	90	100	10	100
15	40	60	20	400
16	80	100	20	400
17	80	100	20	400
18	90	100	10	100
19	90	80	-10	100
20	85	100	15	225
21	80	90	10	100
22	80	100	20	400
23	95	100	5	25
24	55	60	5	25
25	90	80	-10	100
26	90	100	10	100
27	70	70	0	0
28	70	80	10	100
29	85	90	5	25

30	70	85	15	225
31	80	90	10	100
32	80	90	10	100
33	95	100	5	25
34	65	80	15	225
35	75	75	0	0
36	80	100	20	400
37	90	100	10	100
38	75	80	5	25
39	90	85	-5	25
40	75	90	15	225
41	80	90	10	100
42	80	95	15	225
TOTAL			$\Sigma D = 455$	$\Sigma D^2 = 8375$

From the last computation have been found:

$$\bar{D} = \frac{455}{42} = 10,83$$

As follow:

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

$$t = \frac{10,83}{\sqrt{\frac{8375 - \frac{(455)^2}{42}}{42(42-1)}}}$$

$$t = \frac{10,83}{\sqrt{\frac{8375 - 4929,17}{1722}}}$$

$$t = \frac{10,83}{\sqrt{\frac{3445,83}{1722}}}$$

$$t = \frac{10,83}{\sqrt{2,00}}$$

$$t = \frac{10,83}{1,42}$$

$$t = 7,62$$

From the computation above, it could be seen that the coefficient of $t_{\text{count}} = 7,62$ and t_{table} to $df = N - 1 = 42 - 1 = 41$, with the fact level $\alpha = 0,05$ which the real level of $t_{\text{table}} = 2,02$. In the coefficient of $t_{\text{count}} (7,62) > t_{\text{table}} (2,02)$. Thus, hypothesis alternative (H_a) could be received. Based on the finding, the hypothesis alternative (H_a) stated that the students' vocabulary can be built by implementating Odd-Man-Out games.

4.2.2 The Qualitative Data

The qualitative data were analyzed from observation sheet, questionnaire sheet and field notes were taken in every meeting. This research was done in two cycles and in three meetings.

4.2.2.1 The First Cycle

In this cycle, there were two meetings which were done to the students. First meeting was used as the pre test. The pre test is gave to know the level of students' current ability in vocabulary. The students done the pre test which consist of ten questions. After the researcher got the result from pre test and found the students' vocabulary was still low. So in next meeting the researcher would do Odd-Man-Out game to build up their vocabulary in cycle I. The steps of cycle I were:

1. Planning:

In this step, there were some activities which is done by the researcher.

- a. Making lesson plan consist of the action
- b. Preparing the lesson plan about Odd-Man-Out game to build up students' vocabulary.
- c. Preparing the equipments that were necessary, such colour paper, list of English vocabulary, observation sheet, and diary notes.
- d. Preparing the post test to measure the result of the study.

2. Action:

- a. Implementing the scenario of teaching and learning process in classroom by Odd-Man-Out game.
- b. Explaining the lesson.
- c. Asking the students about their difficulties and problem in understanding the lesson.
- d. Assessing students participation in the activity.

- e. Distributing of post test for students.

3. Observation:

- a. Checking the observing sheet by checklist the observation format.
- b. Taking the field notes, analyzed the classroom and wrote all of the action that happened in the classroom. It was done to know the students' ability in vocabulary by Odd-Man-Out game and to know the influence the game in building up students' vocabulary.

4. Reflection:

The evaluation is gotten from the students' test result and observation of the students' attitude and also from the diary notes. From the result of students test, it showed that there were four students who got score under 70. So, the researcher decided to continue second cycle in order to get the better result.

4.2.2.2 The Second Cycle

The first cycle have been done for two meetings. In the second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get the better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher had already got the reflection from the first cycle to be used as the information on the students' problem.

Similar to the first cycle, the researcher conducted to the second cycle with the same steps as follows:

1. Planning

In this cycle, Odd-Man-Out game was applied in teaching-learning process. In this cycle, teaching-learning process still emphasized vocabulary through Odd-Man-Out game. The researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class.

2. Action

This step is same like in action of cycle I but in this step was tried to the best in teaching the students and was motivated them to build up their vocabulary by Odd-Man-Out game.

3. Observation

The observation was done for the second cycle. The students' activity during teaching-learning process had been observed.

- a. The students were not confused about some steps in teaching-learning process.
- b. Many students were active even some of them did not make noisy when teaching-learning process.
- c. Many students tried to express their opinion confidently.
- d. The researcher also saw they didn't have any problem in doing their test.

4. Reflection

In this step, the feedback of the teaching-learning process was taken from the result of the observation. As the observation and result test, the researcher could be concludes as follows:

- a. The research could build up the students' vocabulary by implementing Odd-Man-Out game. It was based on the observation sheet that showed to increased every meeting. Every student felt happiness and enjoyable in this process.
- b. Students' score have increased too. It was based on the mean of the students' score, there were 78,33 at the post test of cycle I and there were 89,17 at the post test of cycle II. The increasing of the students' score from the post test of cycle I and cycle II was 10,84. They have made progress in vocabulary studies. So, this research is stopped in cycle II because students' vocabulary can build up by Odd-Man-Out game.

4.3 Research Finding

The result was indicated that there was an enhancement on the students' ability in vocabulary by using Odd-Man-Out game. It was supported by some facts on the mean of the score in every meeting increased. The mean of pre test was 43,09. It was low because the students were still confused.

The mean of post test in cycle I was 78,33. And the mean of post test in cycle II was 89,17. The percentage of students who got point up to 70 also grew up. In the pre test there were no students who got point 70. In the post test of cycle I, the students who got up 70, there were 38 of 42 (90,47%). In the post test of cycle II, the students who got up 70, there were 40 of 42 students (95,24%). The improvement was about 4,77%.

The research also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from field notes, questionnaire, and documentation. All of these results were indicated that the students given their good attitude and response during teaching learning process.

Based on the result of the quantitative and qualitative data, it was indicated that the action and the implementation of Odd-Man-Out game can build up students' vocabulary.

4.4 Discussing

Actually there are so many game to teach vocabulary, one of them is Odd-Man-Out game. This a fun game which enable students to learn and understand the concepts of same and different. The purpose of this game is to make the students find the word that is odd or unique in relation to the other words in the same group. By this game students can give their opinion why they choose the word is as a strange word. So, it can build up students' vocabulary.

This research was done to find out students' vocabulary could built up by Odd-Man-Out game. When the researcher gave pre test, they're still confused and they didn't get good score. There were no students who got score above 70. Then the researcher done first cycle and begun to use Odd-Man-Out game. The researcher explained and gave them motivation. To know their ability, the researcher gave post test I. And the result was good but there were some students who got low score. So the researcher done second cycle. In post test II, their result was better. They had made progress in vocabulary studies.

Based on data and data analysis, it showed that the implementation of Odd-Man-Out game can build up the students' vocabulary. It can be proven by the improving of the students' score from the pre to the post test in cycle I and the post test in cycle II. Odd-Man-Out game could make the students easier in English vocabulary. They felt enjoy to learn vocabulary in english.