CHAPTER IV

RESEARCH FINDING AND DISCUSSION

To find out the difference between the students who are taught by usingmissing lyrics and the students who are not taught by using missing lyrics in teaching listening, the researcher did an analysis of quantitative data. The data is obtained bygiving test to the experimental class and control class after giving a differentmethod of learning.

This chapter presents three topics related to research finding that are the description of data, hypothesis testing and discussion.

A. The Description of Data

In this research, the researcher wants to know the effectiveness of using missing lyric in teaching listening. The effectiveness can be seen from the significant different score of students listening before and after using missing lyric. The presentation of the data also answers research problems in chapter I. The research problems are as follows:

1. How are students listening ability before being treated by using English songs?

2. How are students listening ability after being treated by using English songs?

3. Is using missing lyric effective in teaching listening ability of the tenth grade students?

Then, the presentation of the data is as follows:

1. Students' listening achievement before taught using missing lyric (pre-test score).

Table 4.1. The students' listening achievement before taught using missing lyric.

No.	Subject	Score	Predicate
1	A	70	Fair
2	B	65	Fair
3	C	50	Poor
4	D	85	Good
5	E	60	Fair
6	F	75	Fair
7	G	80	Good
8	H	70	Fair
9	I	70	Fair
10	J	70	Fair
11	K	50	Poor
12	L	65	Fair
13	M	60	Fair
14	N	75	Fair
15	O	60	Fair
16	P	75	Fair
17	Q	60	Fair
18	R	70	Fair

The pre test was followed by 18 students of the experimental group. The researcher allocates 30 minutes for conducting pre-test. The pre test was in the form of listening instruction that the students should listen the voice carefully. It was done before treatment process using missing lyric. This test was intended to

know the basic competence of the students before the students got the treatment. The pre-test was administered at 27th of May 2014.

Based on the calculation, the results are as follows:

a. Mean $= \frac{\Sigma(X)}{N}$

$= \frac{1210}{18}$

$= 67.2$

b. Median $= \frac{N+1}{2}$

$= \frac{19}{2}$

$= 9.5$

The median is the mean of the values of 9th and 10th items. That is 70.

c. Mode is the most existing score that is 70.

d. Standard deviation

$$S = \sqrt{\frac{Sxx}{N-1}}$$

$$Sxx = \Sigma x^2 - \frac{\Sigma(x)^2}{N}$$

$$= 82850 - \frac{1464100}{18}$$

$$= 82850 - 81338.889$$

$$= 1511.111$$

$$S = \sqrt{\frac{1511.111}{17}}$$

$$= \sqrt{88.889}$$

$$= 9.43$$

From the calculation result of students score before taught using missing lyric, the highest score achieved by students is 85 and the lowest one is 50. The range is 35, from the student's number (N) = 18. From the calculation result of statistics, the mean score (X) achieved by students is 67.2, the mode score is 70, the median score is 70, and the standard deviation is 9.43.

2. Students' listening achievement after taught using missing lyric (post-test score)

Table 4.2. The students' listening achievement after taught using missing lyric.

No.	Subject	Score	Predicate
1	A	70	Fair
2	B	70	Good
3	C	75	Good
4	D	80	Fair
5	E	70	Good
6	F	80	Good
7	G	85	Good
8	H	75	Good
9	I	75	Good
10	J	65	Fair
11	K	70	Excellent
12	L	75	Good
13	M	70	Good
14	N	80	Good
15	O	80	Excellent
16	P	80	Good

17	Q	85	Excellent
18	R	85	Excellent

The post-test was also followed by 18 students of the experimental group. The researcher allocates 30 minutes for conducting post-test. The post-test is not same with pre-test. Where the pre-test used test in form of multiple choice while post-test used fill in gap. This test was intended to know the result or the effect of treatment toward students listening ability. The post-test was administered at 30th of May 2014.

Based on the calculation, the results are as follows:

a. Mean $= \dfrac{\Sigma(y)}{N}$

$= \dfrac{1370}{18}$

$= 76.111$

b. Median $= \dfrac{N+1}{2}$

$= \dfrac{19}{2}$

$= 9.5$

The median is the mean of the values of 9th and 10th items. That is 77.5

c. Mode is the most existing score that is 80 and 70.

d. Standard deviation

$S = \sqrt{\dfrac{Sxx}{N-1}}$

$Sxx = \Sigma y^2 - \dfrac{\Sigma(y)^2}{N}$

$$= 104900 - \frac{1876900}{18}$$

$$= 104900 - 104272.22$$

$$= 627.78$$

$$S = \sqrt{\frac{627.78}{17}}$$

$$= \sqrt{36.928}$$

$$= 6.077$$

From the calculation result of students score after taught using missing lyric, the highest score achieved by students is 85 and the lowest one is 65. The range is 20, from the student's number (N) = 18. From the calculation result of statistics, the mean score (*Y)* achieved by students is 76.111, the mode score is 80 and 70, the median score is 77.5, and the standard deviation is 6.077.

Those are the calculation that is done by the researcher manually. And for the result from SPSS 16.00 is as follows:

Table 4.3 Analysis of pre-test and post-test score using SPSS 16.00

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	67.22	18	9.428	2.222
	posttest	76.1111	18	6.07685	1.43233

1. The significance different of students' listening achievement before and after taught using missing lyric.

After the researcher got the data in the form of score of pre-test and post-test, then the researcher analyze the data to get the value of t-count this then will be compared with the value of t-table to know the significance.

And the t-count got from SPSS is as follows:

Table 4.4 t-count value using SPSS 16.00

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-8.88889	9.00254	2.12192	-13.36575	-4.41203	-4.189	17	.001

a. Finally, to know the degree of freedom, it is found the result from the formula below:

df $= N - 1$

        $= 18 - 1$

        $= 17$

So, the df $= 17$

The significance value is gotten from SPSS 16.00 that is as follows:

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	18	.391	.109

From the calculation of SPSS, it can be said that there is significant different of students listening achievement before and after taught using missing. The significance value is 0.109.

B. Hypothesis Testing

The hypotheses of this research are as follows:

1. If T-Test score is bigger than T-table, the alternative hypothesis (Ha) is accepted. It means that there is any significant different score of students' listening ability in class X before doing listening using missing lyric and after that. The significance different score is shown from the significant/probability value on the output of SPSS 16.00 program. It is significant if sig/p value is lower than 0.05 (sig/p < 0.05). It can be said that missing lyric is effective to use in teaching listening and suggested to be used.

2. If T-Test score is smaller than T-table, the Null Hypothesis (Ho) is rejected. It means that there is no significant different score of students' listening ability in class X before doing listening using missing lyric and after that. There is no significant different when the significance/probability value is bigger than 0.05 (sig/p > 0.05). It can be said that missing lyric is not effective enough to teach listening ability, and do not suggested to be used.

C. Discussion

As stated on research method in chapter III, in this research the researcher conducted research in the class that is trough teaching and learning process. The

teaching and learning process in this case was divided into three steps. First step was pre-listening in which the researcher measures students achievement in listening before taught using missing lyric.

Then the researcher gave treatment to the students by teaching reading using missing lyric. It was done twice with different song. To facilitate/consider the way of listening test, the researcher using multimedia. Multimedia such as the use of sound was expected to make students interested to learn and achieved learning objectives faster. Besides, the designed material allowed students to choose the script what they wanted to express their achievement in and as evaluation.

The treatment was done in three steps. The first step was pre-listening by pay attention of researcher guided activity to activate students' hearing before get ready to listen. The second is while-listening activity. As the name, it was the main activity. A script was given and then from the script teacher explained the material inductively. The next was giving some (three) scripts that can be chosen by the students freely, but then all of them were discussed together. The word recognition process was guided by concerning difficult words based on the script. The last was post listening activity by test the script itself. It was also intended as the reinforcement to ensure their comprehension.

The last step of data collection method was administering post-test. It was intended to measure students' listening comprehension before the treatment was given. The researcher wanted to know whether or not there is any improvement on their achievement in listening comprehension.

After the-post test was administered, the researcher got the data in the form of pre-test and post-test score. The data were then analyzed by using paired sample T-test through SPSS 16.00. The output of paired sample T-test shows that the mean score of pre test is 67.2 while on post test is 76.111. From the data, it is found that the students' listening ability on post-test is much better than pre-test. It can be interpreted that the students' listening comprehension had been improved after getting the treatment.

It means that there is significant difference between students' listening ability before and after taught by using missing lyric. Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of missing lyric itself as a kind of technique.

The advantages above imply that the use of missing lyric gives positive effect towards students' listening comprehension. It has been verified by the result of data analysis in that there is significant difference between students' listening comprehension before and after taught by using missing lyric. Missing lyric not only benefits the students but also the teacher. It makes teacher easily in knowing students weakness and could give effective feedback for their listening. Thus, it can be concluded that listening by using missing lyric is effective towards listening comprehension of the tenth grade students of MA Unggulan Bandung.