

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In the fourth chapter, the researcher explains about finding and discussion followed by some theories related to the finding of this research. There are included the description of data, hypothesis testing and discussion.

#### **4.1 The Description of Data**

The first researcher gave the questionnaire to get the data of students' watching VOA (Voice of America) videos. The second the researcher gave the listening test to get the students' listening score. The population were 7 (seven) classes of the fourth semester students in the inferential listening classes at the Department of English Education in the study year of 2020/2021 (TBI 4 A, TBI 4 B, TBI 4 C, TBI 4 D, TBI 4 E, TBI 4 F, and TBI 4 G) which consist 287 students. The researcher took 43 students from TBI 4 A as the sample to represent the population. The presentation data of both instruments can be seen as follows:

##### **A. Description of Students' Watching VOA Videos (questionnaire)**

To find out the students' watching VOA (Voice of America) videos, the researcher collected the data by conducting questionnaire and gave it to the students. The questionnaire here consist 25 (twenty five) questions with five scale options. The questionnaire was about the students' watching VOA (Voice of America) videos.

The next step is presenting the score of questionnaire in the Table

4.1.

**Table 4.1 The Questionnaire Score of Students' Watching VOA Videos**

No.	RESPONDENT	QUESTIONNAIRE SCORE
1.	MP	80
2.	KDNR	50
3.	AK	56
4.	AFNA	61
5.	SR	62
6.	RUN	53
7.	SAY	84
8.	WS	68
9.	ADR	67
10.	EAS	70
11.	AWIA	77
12.	EN	51
13.	SGM	73
14.	MFW	39
15.	SAW	85
16.	BD	47
17.	MAF	83
18.	YI	68
19.	NAAR	44
20.	MFM	49
21.	RB	42
22.	WHEZ	34
23.	NRK	49
24.	AA	62
25.	F	62
26.	TAA	50

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*Continuation*

No.	RESPONDENT	QUESTIONNAIRE SCORE
27.	AR	63
28.	ND	60
29.	NIM	51
30.	NF	84
31.	NMR	58
32.	I	58
33.	DA	70
34.	MIA	79
35.	NKS	64
36.	SNK	60
37.	FNLK	65
38.	LY	47
39.	SAPW	68
40.	UAM	80
41.	SZ	36
42.	FPS	67
43.	REA	89

The numbers were got from 43 students then the descriptive statistics of it was showed in Table 4.2.

**Table 4.2 The Descriptive Statistics of The Questionnaire on Students' Watching VOA Videos**

**Statistics**

N	Valid	43
	Missing	0
Mean		61.98
Minimum		34
Maximum		89
Sum		2665

From the table statistics, the lowest score of students' watching VOA videos was 34 and the highest score was 89. The total score was 2665 with the mean was 61.98. Meanwhile, the frequency of questionnaire can be seen in the Table 4.3.

**Table 4.3 Frequency Distribution of Questionnaire on Students' Watching VOA Videos**

	Frequency	Percent	Valid Percent	Cumulative Percent
34	1	2.3	2.3	2.3
36	1	2.3	2.3	4.7
39	1	2.3	2.3	7.0
42	1	2.3	2.3	9.3
44	1	2.3	2.3	11.6
47	2	4.7	4.7	16.3
49	2	4.7	4.7	20.9
50	2	4.7	4.7	25.6
51	2	4.7	4.7	30.2
Valid 53	1	2.3	2.3	32.6
56	1	2.3	2.3	34.9
58	2	4.7	4.7	39.5
60	2	4.7	4.7	44.2
61	1	2.3	2.3	46.5
62	3	7.0	7.0	53.5
63	1	2.3	2.3	55.8
64	1	2.3	2.3	58.1
65	1	2.3	2.3	60.5
67	2	4.7	4.7	65.1

68	3	7.0	7.0	72.1
70	2	4.7	4.7	76.7
73	1	2.3	2.3	79.1
77	1	2.3	2.3	81.4
79	1	2.3	2.3	83.7
80	2	4.7	4.7	88.4
83	1	2.3	2.3	90.7
84	2	4.7	4.7	95.3
85	1	2.3	2.3	97.7
89	1	2.3	2.3	100.0
Total	43	100.0	100.0	

From the table 4.3 the researcher categorizes the distribution score of questionnaire in the table 4.4.

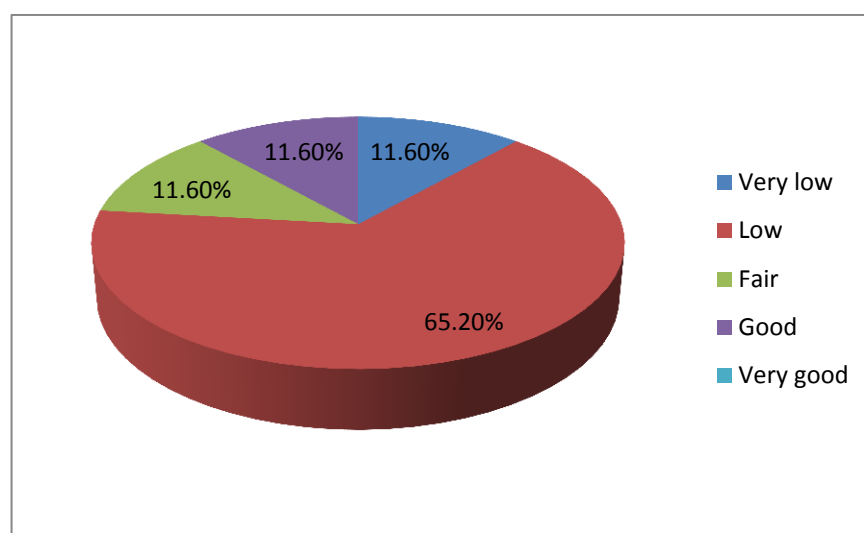
**Table 4.4 The Distribution Scores of Questionnaire on Students' Watching VOA Videos**

Criteria	Class Limits	Frequency	Percentage
Very low	25-45	5	11.6%
Low	46-70	28	65,2%
Fair	71-80	5	11.6%
Good	81-100	5	11.6%
Very good	101-125	0	0

Based on the Table 4.4, the researcher interpr that students' watching VOA videos with category very low was 5, the distribution score of students' watching VOA videos with category low was 28, the distribution score of students' watching VOA videos with category a fair was 5, the distribution score of

students' watching VOA videos with category good was 4, and the distribution score of students' habit with category very good is 0. The percentage of the questionnaire was presented in the Diagram 4.1.

**Diagram 4.1 The Percentage of Questionnaire Score of Students' Watching VOA Videos**



#### B. Description of Students' Listening Test

The researcher collects the data from the result of listening test to find out the students' listening test. Then, the researcher presented the students' listening score in the table 4.5:

**Table 4.5 The Students' Listening Score**

No.	RESPONDENT	LISTENING SCORE
1.	MP	90
2.	KDNR	64
3.	AK	88
4.	AFNA	84

5.	SR	44
6.	RUN	84
7.	SAY	78
8.	WS	84
9.	ADR	80
10.	EAS	74
11.	AWIA	84
12.	EN	68
13.	SGM	82
14.	MFW	84
15.	SAW	64
16.	BD	96
17.	MAF	92
18.	YI	66
19.	NAAR	42
20.	MFM	78
21.	RB	80
22.	WHEZ	54
23.	NRK	82
24.	AA	88
25.	F	76
26.	TAA	92
27.	AR	92
28.	ND	78
29.	NIM	84
30.	NF	82
31.	NMR	90
32.	IYP	92
33.	DA	88
34.	MIA	96
35.	NKS	74
36.	SNK	90
37.	FNLK	88

38.	LY	80
39.	SAPW	98
40.	UAM	84
41.	SZ	84
42.	FPS	84
43.	REA	84

The scores were got from 43 students then the descriptive statistics was presented in Table 4.6.

**Table 4.6 The Descriptive Statistics of Students'**

**Listening Score**

**Statistics**

N	Valid	43
	Missing	0
Mean		80.60
Minimum		42
Maximum		98
Sum		3466

From the table statistics, the lowest score of students' listening score was 42 and the highest one was 98. The total score was 3466 with the mean was 80.60. Meanwhile, frequency distribution of the students' listening score can see in the Table 4.7.



**Table 4.7 Frequency Distribution of Students' Listening Score**

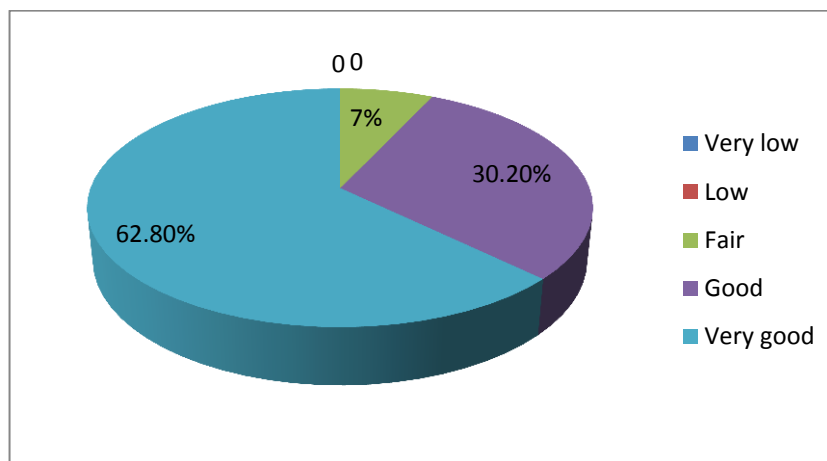
	Frequency	Percent	Valid Percent	Cumulative Percent
42	1	2.3	2.3	2.3
44	1	2.3	2.3	4.7
54	1	2.3	2.3	7.0
64	2	4.7	4.7	11.6
66	1	2.3	2.3	14.0
68	1	2.3	2.3	16.3
74	2	4.7	4.7	20.9
76	1	2.3	2.3	23.3
78	3	7.0	7.0	30.2
80	3	7.0	7.0	37.2
82	3	7.0	7.0	44.2
84	10	23.3	23.3	67.4
88	4	9.3	9.3	76.7
90	3	7.0	7.0	83.7
92	4	9.3	9.3	93.0
96	2	4.7	4.7	97.7
98	1	2.3	2.3	100.0
Total	43	100.0	100.0	

**Table 4.8 The Score Distributions of Students Listening Test**

Criteria	Class Limits	Frequency	Percentage
Very low	0-20	0	0
Low	21-40	0	0
Fair	41-60	3	7%
Good	61-80	13	30.2%
Very good	81-100	27	62.8%

Based on data in the Table 4.8, the researcher showed students' listening score with category very low was 0, the distribution score of students' listening skill with category low was 0, the distribution score of students' listening skill with category fair was 3, the distribution score with category good was 13 and very good was 27. The percentage of the students' watching VOA videos was presented in the Diagram 4.2.

**Diagram 4.2 The Percentage of Students' Listening Score**



#### 4.2 Analysis on the correlation between students watching VOA video and their listening skill

To interpret the result of this research, the researcher used statistical method, in which the data was analyzed by using Spearman Rank in the SPSS program 20. Variable  $x$  used to represent the score of students watching VOA video and variable  $y$  used to represent the score of their listening skill. Before analyzing the data, the researcher presents the description of the correlation I the Table 4.9:

**Table 4.9 The Correlation between Watching VOA Video and Students Listening Skill**

		X	y
Spearman's rho	x		
	Correlation Coefficient	1.000	.136
	Sig. (2-tailed)	.	.385
	N	43	43
Spearman's rho	y		
	Correlation Coefficient	.136	1.000
	Sig. (2-tailed)	.385	.
	N	43	43

The result of Table 4.9 shows the correlation coefficient is 0.136. According to Arikunto (2010:319) the value “r” between 0.00-0.19 show the correlation is very low. However the correlation coefficient 0.136 shows there is positive correlation. Considering that the P-Value (0.385) is bigger than 0,05 so the null hypothesis is accepted. In other words, there is no any

significant correlation between students' watching VOA videos and their listening skill.

#### **4.3 Hypothesis Testing (if hypothesis is tested)**

There are two hypotheses testing in this study, they are:

##### 1. Null Hypothesis (Ho)

There is no significant correlation between students' watching VOA videos and students listening skill.

##### 2. Alternative Hypothesis (Ha)

There is significant correlation between students' watching VOA videos and students listening skill..

The researcher needs to prove whether the hypothesis was rejected or not, so the researcher had criteria of test hypothesis is as follows:

##### **1. If $\rho$ -value $\leq \alpha$ ;= significant correlation**

If  $\rho$ -value (showed in *Sig. (2-tailed)*)  $\leq \alpha$  (level of significance), the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a significant correlation between students' watching VOA videos and their listening skill.

##### **2. If $\rho$ -value $> \alpha$ ;= no significant correlation**

If  $\rho$ -value (showed in *Sig. (2-tailed)*)  $> \alpha$  (level of significance), the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no significant correlation between students' watching VOA videos and their listening skill.

To know the strength of correlation, correlation coefficient was compared with  $\alpha$  (level significance). The level significance was 5% (0.05) and the  $p$ -value was 0.385, so  $0.385 > 0.05$ . In other words, since  $p$ -value was bigger than  $\alpha$  (level significance), the null hypothesis which stated that “There is no significant correlation between students’ watching VOA videos and students listening skill.” was accepted, and the alternative hypothesis which stated that “There is significant correlation between students’ watching VOA videos and students listening skill.” was rejected. Therefore, there is no significant correlation between students’ watching VOA video and their listening skill at the fourth semester students of English Department at IAIN Tulungagung.

#### **4.4 Discussion**

In the discussion, the researcher would review the result of this research from the findings up to the hypothesis testing. However, the aim of this study is to find the correlation between students’ watching VOA videos and their listening skill at the fourth semester students of English Department at IAIN Tulungagung. Even though, some reviewed literature has shown that watching VOA video could be beneficial for language acquisition and the building of language competence and skill.

Sabinus (2013) found that the use of VOA Video has led to a significant improvement in student achievement in listening comprehension, particularly for SMK Mandiri Pontianak's 11th grade B accounting class students in the 2011/2012 academic year. There was an increase in the student average from

pre-test to post-test. However, teaching listening to video by education may be a fun way for students to be active in teaching learning practices.

According to Phuong (2011) VOA special English seemed to bring much interest to the students. VOA special English was a new term to students, they were really interested in listening to it as they could practice listening skill as well as widen their background knowledge with the cultural issues including in each VOA program. In addition, according to Tasya, Tohidin, and Priajana (2018) VOA video can be selected as a media for English teachers to teach English especially in listening.

From the study, the researcher supposed that there was a correlation between students' watching VOA videos and their listening skill. Though, the researcher found that there was no significant correlation between students' watching VOA videos and their listening skill after conducting the research. It was out come from the expectation, next the researcher would fully explained the result.

In conducting this research, the researcher computed and analyzed the data by using SPSS 20 program to find out the correlation. The findings of the research after count by using SPSS 20 program showed the index value of correlation coefficient was 0.136. According to Arikunto (2010), the index correlation value between 0.00-0.19 shows very low (there is no correlation). So the correlation was usually ignored.

Then, the correlation coefficient indicates positive correlation which means that high on one variable, high on the other, and vice versa. In this case

it showed that if students' watching VOA video was high then it was also high on their listening skill. In other case, if the students' watching VOA video was low then it was also low on their listening skill. Therefore the correlation was positive.

However, to measure the strength of correlation, correlation coefficient was compared with  $\alpha$  (level significance). Furthermore, the  $p$ -value 0.385 was bigger than level significant 0.05. In other words, since  $p$ -value was bigger than  $\alpha$  (level significance), the null hypothesis which stated that "There is no significant correlation between students' habit in English conversation and their speech ability." was accepted, and the alternative hypothesis which stated that "There is significant correlation between students' habit in English conversation and their speech ability." was rejected. Therefore, there is no significant correlation between students' watching VOA video and their listening skill at the fourth semester students of English Department at IAIN Tulungagung.

The result was supported by Rohmah (2019) who conduct a Quasi Experimental Research of the tenth grade students of SMKN 1 Wonosegoro in the academic year of 2019/2020 the students' learning result before the use of VOA was higher than World News Metro TV and the result was no significant effectiveness. The reason was because of both materials were fairly parallel. In addition, Dhamarullah (2015) who conduct correlational study between movie-watching activity and listening skill found that the index value of correlation coefficient between the two variables was found to be 0.177 which

mean a very low relationship. Therefore, he concluded that there was no correlation between movie-watching activity and listening skill.

Due to the result, the researcher tried to analyze the reason why there was no significant correlation between students' watching VOA videos and their listening skill:

1. From the result of the questionnaire number 1-11, the researcher found that the student's frequency in watching VOA videos still less. The first factor can delivered from the internal such as they do not like the topic provide in the video, so they may choose to watch another video out from VOA on topic they like. Therefore, the average of item number 1-2 was 2.8 which is close to 3, mean that the students were familiar with VOA videos. However, the items of questionnaire number 3-11 which asked about students frequencies in watching VOA videos, the average score was 1,7 which is close to 2. It means that the students receive in watching VOA video was relatively low.
2. The second factor that can influence the significant of this research is sampling technique. In deciding the sample in this study, the researcher used cluster sampling technique that belong to probability sampling. Then to get the appropriate sample the next researcher can try to use non-probability sampling techniques such as purposive sampling, accidental sampling, quota sampling, or snowball sampling.



3. In the pandemic of Covid-19, the data collection for questionnaire and the tests used online system by maximizing existing media that frequently used such as Google Form and Edmodo. So that, the researcher get difficulties to control whether there was fraud in filling out questionnaire and the tests. For further researcher, they can innovate to use better media in collecting data when using online system, so it can guarantee the accuracy.

Then, the researcher made conclusion that there was no significant correlation between students' watching VOA videos and their listening skill. However, the next researcher who want to conduct the research related to the listening skill can try to use another VOA videos such as BBC videos, English movie, English songs.