

CHAPTER IV

FINDING AND DISCUSSION

This chapter present the finding and discussion of the research. This chapter present four main topics which discussed the finding, normality and homogeneity testing, hypothesis testing, and discussion.

A. Finding

1. The Description of The Data

In this research, the researcher want to know the effectiveness of using video material via zoom cloud meeting application in learning listening during the pandemic era. The effectiveness can be seen from the significant difference scores of the students' listening test. The students are given test by listen to the stories played by the researcher then the students answer the questions in the form of multiple choice questions given by the researcher. The presentation of the data also answer the reasearch problem presented in the chapter I.

This reasearch was conducted at MAN KOTA Blitar with a population of one class in tenth grade, namely class X-mipa-3 which consists of 32 students of MAN KOTA Blitar. This research used the zoom cloud meeting application and has been held on April 22, 2021 until May 08, 2021. Researchers used tests to obtain the data, namely in the form of pre-test and post-test.

Here the researcher presented the data of the students' listening scores as the results of the pre-test and post test which has been held by

the resecher. Accordingly, the research provide the pre-test before treatment, afterwards the researcher give treatment by using video material via zoom cloud meeting application. The next step is the researcher administered post test to the students after the treatment is finished. After obtaining the data, the researcher analyzed the data by using paired sample t-test though SPSS 23.0 to find out the significance difference students' scores before being taught and after being taught by using video material via zoom cloud meeting application.

a. Students Score Before Being Taugh by Using Zoom Cloud Meeting Application

In this part, the researcher presents the students' scores before being taught by using video material via zoom cloud meeting application. That is called pre-test score. The pre-test was carrying out before a treatment process which is learning listening by using video material via zoom cloud meeting application was being held. The pre-test was given to the students to know their basic competence and prior knowledge before got the treatment. Giving pre-test will also increase the frequency practice on the lessons given so that the students' readiness for lesson and the final test or here called post test will be better. Table 4.2 shows the students' scores resulted from the pre-test. The students' names were identified based on the initial name of the students.

**Table 4.2 Students' Score Before Being Taught by Using Zoom
Cloud Meeting Application**

NO	NAME	SCORE
1.	ADA	60
2.	CCA	70
3.	DIP	60
4.	DMA	85
5.	DN	80
6.	ECB	80
7.	EFM	80
8.	FAN	60
9.	FNH	80
10.	HNG	75
11.	IBG	80
12.	KAC	50
13.	LPM	55
14.	LR	85
15.	LH	75
16.	MAF	40
17.	MRSW	45
18.	MAAM	60
19.	MAA	85
20.	MIIN	70
21.	MA	70
22.	NDN	65
23.	NIP	85
24.	NNB	55
25.	NNN	80
26.	NL	90
27.	NJ	80
28.	NFR	60
29.	NON	85
30.	RAO	65
31.	SNM	80
32.	WSR	80

The one above is the table of students' scores before being taught by using zoom cloud meeting application. The pre-test was

followed by 32 students of X mipa-3 class at MAN KOTA Blitar which is sampled. The researcher was allocated 60 minutes for administered the pre-test. The pre-test consist of students answer the questions in the form of multiple choice questions through the video material that has been played by the researcher via zoom cloud meeting application.

In addition, the researcher used SPSS 23.0 version to know the descriptive statistics and the percentage of the students' score of pre-test. The percentage was divided into five criteria, namely excellent, very good, good, fair, and poor that was demonstrated in the table 4.1. Furthermore, the result of the students' pre-test computation as follows :

Table 4.3 The Descriptive Statistics of Pre-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Error
	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	
PRETEST.1	32	50,0	40,0	90,0	2270,0	70,938	2,3271
Valid N (listwise)	32						

According to the table 4.3, it presented that the mean was 70,938, the sum of the data was 2270,0, the minimum score of pre-test was 40,0 and the maximum score of the pre-test was 90,0. The researcher also presented frequency of the pre-test to know how many times the number of score appeared in post test. The researcher organized the percentage and the frequency of the test in the following table. It is displays in the table 4.4 :

Table 4.4 The Frequency of Pre-Test

PRETEST 1

	Frequency	Percent	Valid Percent	Cumulati ve Perce nt
Valid 40,0	1	3,1	3,1	3,1
45,0	1	3,1	3,1	6,3
50,0	1	3,1	3,1	9,4
55,0	2	6,3	6,3	15,6
60,0	5	15,6	15,6	31,3
65,0	2	6,3	6,3	37,5
70,0	3	9,4	9,4	46,9
75,0	2	6,3	6,3	53,1
80,0	9	28,1	28,1	81,3
85,0	5	15,6	15,6	96,9
90,0	1	3,1	3,1	100,0
Total	32	100,0	100,0	

Table 4.4 presented the numbers that described about division and percentages of frequency distribution. The frequency of pre-test after being distributed were presented on the scores' criteria. Then the data from the table could be explained as follows :

1. There were 15 students who got score 40-65 which mean that their score in the test retelling stories were poor.
 2. There were 14 students who got score 70-80 which mean that their score in the test retelling stories were fair.
 3. There were 5 students who got score 85 which mean that their score in the test retelling stories were good.
 4. There were 1 student who got score 90 which mean that the score in the test retelling stories were very good.
 5. There were no student who got score >94 that means excellent.
- b. Students Scores After Being Taught by Using Zoom Cloud Meeting Application**

In this part, the researcher present the students' scores after being taught by using video material via zoom cloud meeting application. The test is the same as before students are taught using video material via zoom cloud meeting application, that is multiple choice questions through the video material that has been played by the researcher via zoom cloud meeting application. These test are called post test. These post test was done after the treatment process

that was teaching by using video material via zoom cloud meeting application was being conducted. The post test was given to the students to find out their scores after getting the treatment. Table 4.5 present the students' score resulted from the post test. The students' name was identified based on the initial name of students.

Table 4.5 Students' Score After Being Taught by Using Zoom Cloud Meeting Application

NO	NAME	SCORE
1.	ADA	85
2.	CCA	85
3.	DIP	85
4.	DMA	95
5.	DN	90
6.	ECB	90
7.	EFM	95
8.	FAN	80
9.	FNH	90
10.	HNG	95
11.	IBG	85
12.	KAC	75
13.	LPM	75
14.	LR	90
15.	LH	85
16.	MAF	70
17.	MRSW	65
18.	MAAM	75
19.	MAA	90
20.	MIIN	90
21.	MA	85
22.	NDN	80
23.	NIP	95
24.	NNB	70
25.	NNN	85
26.	NL	85

27.	NJ	90
28.	NFR	80
29.	NON	95
30.	RAO	75
31.	SNM	90
32.	WSR	95

The above is the table of students' scores after being taught by using video material via zoom cloud meeting application. The post test was followed by 32 students of X-mipa-3 class at MAN KOTA Blitar which is sampled. The researcher was allocated 60 minutes for administered the post test. The post test consist of students answer the questions in the form of multiple choice questions through the video material played by the researcher via zoom cloud meeting application. In addition, the researcher used SPSS 23.0 version to know the descriptive statistics and the percentages of the students' scores of post test. The percentages was divided into five criteria, namely excellent, very good, good, fair, and poor that was demonstrated in the table 4.1. Furthermore, the result of the students' pre-test computation as follows:

4.6 The Descriptive Statistics of Post Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Error
	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Std. Error
POST TEST	32	30,0	65,0	95,0	2715,0	84,844	1,4633

2							
Valid N (list wise)	32						

According to the table 4.6, it presented that the mean was 84,844, the sum of the data was 2715, the minimum score of pre-test was 65,0 and the maximum score of the post test was 95,0. The researcher also presented frequency of the post test to know how many times the number of score appeared in post test. The researcher organized the percentages and the frequency of the test in the following table. It is displays in the table 4.7 :

4.7 The Frequency of Post Test

POST TEST 2

	Frequency	Percent	Valid Percent	Cumulati ve Perce nt
Valid 65,0	1	3,1	3,1	3,1
70,0	2	6,3	6,3	9,4
75,0	4	12,5	12,5	21,9
80,0	3	9,4	9,4	31,3
85,0	8	25,0	25,0	56,3
90,0	8	25,0	25,0	81,3
95,0	6	18,8	18,8	100,0
Total	32	100,0	100,0	

Table 4.7 presented the numbers that described about division

and percentages of frequency distribution. The frequency of post test after being distributed were presented on the score's criteria. Then the data from the table could be explained as follows:

1. There were 1 student who got score 65 which mean that the score in the test retelling the stories were poor.
2. There were 9 students who got 70-80 which mean that their score in the test retelling the stories were fair.
3. There were 16 student who got score 80-90 which mean that their score in the test retelling the stories were good.
4. There were 8 students who got score 90 which mean that their score in the test retelling the stories were very good.
5. There were 6 students who got scores 95 which mean that their score in the test retelling the stories were excellent.

B. Normality and Homogeneity

1. Normality Testing

Normality test aims to find out if the data is normally distributed or not. To calculate the scores of pre-test and post test the researcher used One Sampled Kolmogrov-Smirnov test in SPSS 23.0. The following is the result of normality testing in experimental class can be seen in the table 4.8 below :

Table 4.8 The Normality Result of the Data**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Predicted Value
N		32
Normal Parameters ^{a,b}	Mean	70,9375000
	Std. Deviation	11,88042618
Most Extreme Differences	Absolute	,159
	Positive	,097
	Negative	-,159
Test Statistic		,159
Asymp. Sig. (2-tailed)		,039 ^c

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		32
Normal Parameters ^{a,b}	Mean	76,8750000
	Std. Deviation	7,34322555
Most Extreme Differences	Absolute	,195
	Positive	,110
	Negative	-,195
Test Statistic		,195
Asymp. Sig. (2-tailed)		,003 ^c

Based on the description of SPSS above, the test distribution is normal. Then after assure if the data has been normal, the next step is calculating the homogeneity of the data.

2. Homogeneity Testing

The homogeneity test aims to find out whether the data obtained homogeneous or not. To calculate the scores of pre-test and post test the researcher used One Sampled Kolmogrov-Smirnov test in SPSS 23.0. The following is the result of homogeneity testing in experimental class can be seen in the table 4.9 below :

Table 4.9 The Homogeneity Result of the Data

Test of Homogeneity of Variances

Hasil Belajar Bahasa Inggris

Levene Statistic	df1	df2	Sig.
1,983	1	62	,164

Based on the table above, it show that the significant is 0,164 and this shows that it is higher than 0,05. Accordingly it can be concluded that the data is homogeneous. Therefore the data was qualified for analyze.

C. Hypothesis Testing

This research is conducted to find out whether there is a significant difference score in their listening achievement of tenth grade students at MAN KOTA Blitar in academic year 2020/2021 before being taught and after being taught by using video material via zoom cloud meeting application. The hypothesis in this research is stated as follows :

- If the Sig. (significant) $< 0,05$ then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that the

students' listening achievement after being taught by using video material via zoom cloud meeting application is higher than their achievement before being taught by using video material via zoom cloud meeting application

- If the Sig. (significant) > 0,05 then the alternative hypothesis (Ha) is rejected and the null hypothesis (H0) is accepted. It means that the students' listening achievement after being taught by using video material via zoom cloud meeting application is less than their listening achievement before being taught by using zoom cloud meeting application.

To analyze the significant difference score, the researcher used statistical test by using SPSS 23.0. Then the result were shows in the table 4.10 below :

Table 4.10. The Result of Paired Sample T Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST 1	70,938	32	13,1638	2,3271
POST TEST 1	75,781	32	10,9330	1,9327

The table above presented the data of students' score before and after being taught by using video material via zoom cloud meeting application in learning listening. The result of paired sample statistics as descriptive statistics showed that mean score or the average score of pre-test was 70,938 and the post test was 75,781. The number of sample of both is 32. While the

standard deviation is to measure how much the variance of the sample. The standard deviation for pre-test was (13,1638 < 70,938) and for post test was (10,9330 < 75,781). In other words, if the standard deviation was getting higher than the mean, it means that the students' score of pre-test was heterogeny and if the standard deviation was getting smaller than the mean, it means that the students' score of post test was homogeny. It can be concluded that the standard deviation of pre-test and post test was homogeny because there were difference value of standard deviation between pre-test and post test.

The standard error mean of pre-test was 2,3271 and the standard error mean of post test was 1,9327. It can be concluded that the mean or average score of the students between pre-test and post test there is a significant difference. The mean score of pre-test was less than post test (70,938 < 75,781). Consequently, it can be seen that there was increase in the score from pre-test and post test. With the result that there was significant difference score after the students being taught by using zoom cloud meeting application.

Hereafter, the researcher also present the result of the correlation and sample.

The result were shown in the table 4.11 :

Table 4.11 The Result of Correlation and Sample

Paired Samples Correlations

	N	Correlation	Sig.
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Pair 1 PRETEST 1 & POST TEST 1	32	,903	,000
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Based on the table above, the result of Paired Sample Correlation showed the large correlation between samples, which can be seen the number of both correlation was 0,903 and the number of significance was 0,000. The following table is present the result of calculation of Paired Sample Test. The result was shown in the table 4.11 as follows :

Table 4.12 The Result of Paired Samples Tests
Paired Sample Test

Pair	Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
					PRETEST 1 – POST TEST 1	-4,8438			

The table above showed the result of paired sample test that the difference of the mean score between pre-test and post test was -4,8438. Standard error mean was 1,0161. There were two values in confidence interval of the difference that was lower and upper, for the lower differences was -6,9161 and the upper was -2,7714. The result of t was - 4,767 with degree of freedom (df) 31 and the Sig. (2-tailed) was 0,000.

The way to test the null hypothesis (H₀) can be rejected or not was by comparing p-value with the standard level of significance, that is 0,050. According to the table 4.11 above, the significant value of the research was

0,000 and standard significance is 0,050. It means the significant was smaller than significant level ($0,000 < 0,050$). If the significant value ($0,000 < 0,050$), it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was any significant difference score on the students' listening ability before and after being taught by using Zoom Cloud Meeting Application at the tenth grade students of MAN KOTA Blitar.

D. Discussion

The objectives of this research was to find out the effectiveness of using video material via zoom cloud meeting application in learning listening. Whether there was any significant difference score on students' achievement in learning listening at tenth grade students' of MAN KOTA Blitar in academic year 2020/2021 before being taught and after being taught by using zoom cloud meeting application.

To obtain the answer of the research problem that was stated in Chapter I, the researcher conducted an experimental pre-test and post test design. The procedures was done during teaching and learning process were divided into three steps. The first step was carry out a pre-test. It was to know the students' basic competence and prior knowledge before got the treatment. The second step was applying the treatment by using video material via zoom cloud meeting application.

The treatment was done in two meetings. The last step was giving a post test. In the post test, the students were given a test to find out their scores

after they got treatment through video material via zoom cloud meeting application. After the steps were conducted, the researcher got data in the form of pre-test and post test scores. Then, the researcher analyzed the data by using paired sample test using SPSS 23,0.

Based on the result of statistical calculation, the used of video material via zoom cloud meeting application was effective in learning listening. It was proved in hypothesis testing by the gained significance value which less than 0,050. When the significance value less than 0,050, thus the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that the students' listening achievement after being taught by using video material via zoom cloud meeting application is higher than their achievement before being taught by using video material via zoom cloud meeting application.

The significant different score can be seen in the result of pre-test and post test scores from the mean of pre-test 70,938 become 75,781 in post test. Therefore, finding result by using video material via zoom cloud meeting application in learning listening was increased.

The use of video material via zoom cloud meeting application is one of the alternative way to carry out online learning in particular english learning and more specifically on learning listening during the covid-19 pandemic. It makes teaching and learning process become easire, funnier, and interactive because between teacher and students can do the teaching and learning activity face-to-face eventhough it is virtual.

So that learning is not boring although it is done online. By using this application, teaching and learning process especially for listening becomes more communicative because of the video conferencing features that provided by zoom cloud meeting application and also the other features that supports online learning activities. Through this application the students will be more attract to be active in teaching and learning activities.

It had been supported by Fitriyani, Marisa Deza Febyareni, and Nurlila Kamsi (2020) in their journal. They stated that Zoom Cloud Meeting Application was effective as an alternative way of carrying out online english learning during the covid-19 pandemic. Which learning must be carried out online but teacher must still be able to ensure that the learning process goes well and learning materials can be conveyed to students clearly. So that by using Zoom Cloud Meeting Application the teacher can easily ensure that students follow the lesson well.

The other theory that was support this research written by Daniin Haqien and Aqilah Afifadiyah Rahman (2020), stated that the use of Zoom Cloud Meeting Application in addition to ensuring that students can follow the learning process well but also to observe the learing acivities through behavioristics theory. The teacher can assess students behavior during the teaching and learning process, not just assessment based on the scores through several exercises and tests given by the teacher. So that even though the teaching and learning activity is carried out online the teacher can still provide an assessment of student attitudes or behavior during the teaching and

learning process.

In teaching and learning listening requires the help of tools to play sounds such as speakers or other loudspeakers so that the material can be heard by the students clearly. While during this online learning process really needs a tool or application that support it to deliver the listening material well. Therefore zoom cloud meeting application become the one alternative way chosen to support online teaching and learning activity especially for listening.

Overall from the explanation above, it can be said that using video material via zoom cloud meeting application could become the appropriate alternative teaching and learning tool to help the students in online learning. So this research can be concluded that the use of video material via zoom cloud meeting application was effective on learning listening during covid-19 pandemic of tenth grade students at MAN KOTA Blitar.