

CHAPTER IV

RESEACH FINDING AND DISSCUSSION

A. Research Finding

1. Data Description

In the data description, the writer described the test result to the sample the students of SMPN ofl of Kedungwaru 3, Tulungagung. The result was used to get empirical evidence about the effectiveness of using YouTube Videos on students' listening ability at ninth grades of SMPN of Kedungwaru 3, Tulungagung in academic year 2021/2022. The result of the research is presented as data description based on the test result. The data analysis result obtained through listening test.

Here is the table description of pre-test and post-test scores;

Table 4.1

The Students' Score Pre-Test and Post-Test in Class 9A

Experimental Class

No.	Students	Pre-Test	Post-Test	Gained	X^2
		X_1	X_2	X	
1	S1	75	85	10	100
2	S2	60	70	10	100
3	S3	80	80	0	0
4	S4	72	77	5	25
5	S5	68	73	5	25
6	S6	70	75	5	25
7	S7	81	86	5	25
8	S8	75	80	5	25

9	S9	74	84	10	100
10	S10	60	60	10	100
11	S11	75	75	0	0
12	S12	78	83	5	25
13	S13	82	87	5	25
14	S14	72	77	5	25
15	S15	78	83	5	25
16	S16	65	70	5	25
17	S17	75	80	5	25
Amount	17 Students	$\Sigma X_1 = 1240$	$\Sigma X_2 = 1331$	$\Sigma X = 95$	$\Sigma X^2 = 675$
Mean		72.94	78.29	5.58	39.70

ΣX_1 = The Total Pre-test score of students in the Experimental Class

ΣX_2 = The Total Post-test score of students in the Experimental Class

ΣX = The Total gained score of students in the Experimental Class

ΣX^2 = The Square of the total gained score of students in the Experimental Class.

Based on the table, it showed that the score of pre-test and post-test in experimental class were different. The students' Pre-Test mean was 72.94. Meanwhile, the Post-Test mean was 78.29. The results is used to find out t-test in data analyzing.

Table 4.2

The Students' Score Pre-Test and Post-Test in Class 9B

Controlled Class

No.	Students	Pre-Test	Post-Test	Gained	X^2
		X_1	X_2	X	
1	S1	70	73	3	9
2	S2	67	70	3	9
3	S3	72	75	3	9
4	S4	70	71	1	1
5	S5	65	68	3	9
6	S6	71	73	2	4
7	S7	80	83	3	9
8	S8	74	76	2	4
9	S9	70	73	3	9
10	S10	60	65	5	25
11	S11	74	76	2	4
12	S12	75	77	2	4
13	S13	80	82	2	4
14	S14	70	74	4	16
15	S15	75	75	0	0
16	S16	65	69	4	16
17	S17	70	72	2	4
Amount	17 Students	$\Sigma X_1 = 1208$	$\Sigma X_2 = 1252$	$\Sigma X = 44$	$\Sigma X^2 = 136$
Mean		71.06	73.65	2.58	8

ΣY_1 = The Total Pre-test score of students in the Controlled Class

ΣY_2 = The Total Post-test score of students in the Controlled Class

ΣY = The Total gained score of students in the Controlled Class

ΣY^2 = The Square of the total gained score of students in the Controlled Class

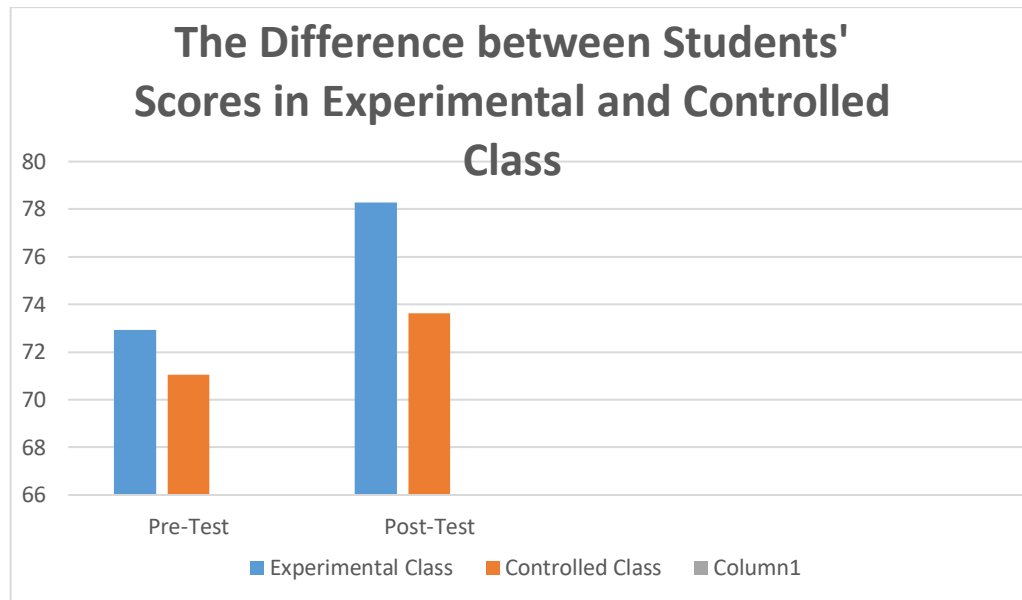
Table 4.3**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	17	60	82	72.94	6.609
Post-Test Experiment	17	71	86	78.29	4.254
Pre-Test Controlled	17	60	80	71.06	5.166
Post-Test Controlled	17	65	83	73.65	4.582
Valid N (listwise)	17				

Based on the table from SPSS 25 above, it showed that the score of pre-test and post-test in controlled class were different. The students' Pre-Test mean was 71.06. Meanwhile, the Post-Test mean was 73.65. The results is used to find out t-test in data analyzing. As explained above, the average score of both experimental class and controlled class were increased. However, the experimental class score had increased more slightly than the controlled class. This can be seen through the range points by the two groups.

The progress of the two classes can be seen in the diagram below;

Table 4.4



1. Data Analysis

Based on the data obtained, the writer analyze the test score of the experimental class and controlled class by calculating the formula t-test. Before using t-test, it is necessary to find out the normality and homogeneity values of the data. The normality test is needed to know whether the data has been normally distributed. After the normality test, the paired sample test, homogeneity test and independent test.

1. Normality test is one of some requirements that should be fulfilled before conducting t-test. The aims of normality test is to know whether the data from two classes have been normally distributed or not. The writer used Lilliefors table in doing normality test. The data

is normally distributed if it has significance 5% (0.05). The result can be seen below;

Table 4.5

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk				
	Statistic	df	Sig.	Statistic	df	Sig.		
Students Study Result	Pre-Test Experiment		.152	17	.200*	.923	17	.169
	Post-Test Experiment		.178	17	.154	.952	17	.491
	Pre-Test Controlled		.184	17	.131	.957	17	.569
	Post-Test Controlled		.127	17	.200*	.967	17	.771

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The result from SPSS 25 above shows that the data of two classes were normally distributed since the sig (2 tailed) is higher than 0,05 (0,200) . Both of experimental class and controlled class have almost the same ability in listening ability. After the data had been distributed normally, hypothesis testing was conducted. It was used to prove whether the hypothesis proposed by the researcher was accepted or not. To examine the hypothesis, the researcher used statistical computation Paired Sample T-Test SPSS 25 version for Windows

2. Paired Sample Test should be fulfilled before having conducting homogeneity test, it is a test to answer research problem “Is there any significant difference mean score in listening of the students’ taught by using YouTube Videos in Procedure Text and those taught by using a conventional method?” Paired sample test conducts when the data normally distributed. In this test, will focus on students pre-test and post Experimental Class then students pre-test and post-test Controlled Class. The result can be seen below;

Table 4.6

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-5.353	3.390	.822	-7.096	-3.610	-6.510	16	.000
Pair 2	Pre-Test Controlled - Post-Test Controlled	-2.588	1.176	.285	-3.193	-1.984	-9.077	16	.000

Based on table 4.6, the result on Pair 1, Sig.(2-tailed) $0.000 < 0,05$ it can be inferred that there is significance different in mean students result of listening ability taught by using YouTube videos in Procedure Text material and those taught by using a conventional method. It means that H_0 is rejected, while H_1 is accepted that there is significant influence of using Youtube

videos on students' listening ability. Therefore, it can be concluded that there is significant influence of using Youtube videos toward students' listening ability.

3. Homogeneity Test, after getting the normality and paired sample test, the next step is homogeneity test. It purposed to test the similarity of the sample in both classes. The result can be seen as follows;

Table 4.7

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Students Result Study	Based on Mean	.032	1	32	.859
	Based on Median	.030	1	32	.863
	Based on Median and with adjusted df	.030	1	31.736	.863
	Based on trimmed mean	.031	1	32	.862

Based on table 4.7, it shows Based on Mead Sig. $0.859 > 0.05$, it can be concluded that data variant of post-test Experiment Class and data variant of post-test Controlled Class is the same or homogeny. Thus, it can be one of follow requirements in independent sample t-test.

4. Independent Samples Test; is a test that conduct when the data is normally. It aims is to know whether there is a mean different between two samples unpaired. Independent sample test is used to answer research problem “Is there any significant difference mean score in listening ability of the students’ taught by using YouTube videos in Procedure Text materials and those taught by using a conventional method?” This test is focused on the post-test result of the both Experiment and Controlled Class. The result can be seen as follows;

Table 4.8

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students Result Study	Equal variances assumed	.032	.859	3.065	32	.004	4.647	1.516	1.558	7.736
	Equal variances not assumed			3.065	31.825	.004	4.647	1.516	1.558	7.736

Based on the table 4.8, on Equal variances assumed Sig. (2 tailed) is $0.004 < 0.05$, it can be concluded that there is difference mean score in listening ability of the students' taught by using YouTube Videos in Procedure Text materials and those taught by using a conventional method.

5. Reliability test, Reliability refers to the consistency of test score. It means how consistent test scores or other evaluation results are from one measurement to another. The test said to be reliable or reliable if a student's answer to the question is consistent or stable from time to time. The reliability of a test refers to the degree of stability, consistency, predictability, and accuracy. Measurements that have high reliability are measurements that can produce reliable data.

Table 4.9
Reliability Statistics

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.429
		N of Items	4 ^a
	Part 2	Value	.457
		N of Items	4 ^b
	Total N of Items		8
Correlation Between Forms			.470
Spearman-Brown Coefficient	Equal Length		.640
	Unequal Length		.640
Guttman Split-Half Coefficient			.640

a. The items are: Item3, Item4, Item6, Item8.

b. The items are: Item12, Item14, Item17, Item19.

According to the table above, the number of reliable is 0.640 it means that the test is reliable because of $r_{11} > T_{table}$, $0.64 > 0.600$. The number r_{11} result represent of stability, consistency, predictability, and accuracy.

B. The Discussion of the Result

Based on research finding before, the results of the study indicate that there are differences in listening ability of the students' taught by using YouTube Videos in Procedure Text materials and those taught by using a conventional method toward students listening ability at the ninth grade of SMPN of 3 of Kedungwaru in the academic year 2021/2022. This difference indicates that in the experimental group, listening ability of the students' taught by using YouTube Videos can improve students' listening ability at the beginning. Where in using YouTube Videos strategy students are more interested in learning and activity so that it helps them understand the learning material presented by the teacher.

The statistical computations on the pre -test scores of the experimental and controlled group using SPSS 25 for windows showed that it was found that test count (3.390) and t-table (3.065). Moreover, the result on Pair 1, Sig.(2-tailed) $0.000 < 0,05$ it can be inferred that there is significance different in mean students result of listening ability taught by using YouTube videos in Procedure Text material and those taught by using a conventional method. It means that H_0 is rejected, while H_1 is accepted that there is significant influence of using Youtube videos on students' listening ability. Therefore, it can be concluded that there is significant influence of using Youtube videos toward students' listening ability.

Based on the data above, we can concluded that there was significant different of post test result between both control class and experimental class. We could see the improvement made by the students after using YouTube Videos strategy in increasing students' listening ability. Then, we also found that was significant effect of YouTube Videos strategy in increasing students listening ability. It can be seen at the highest score of experimental class achievement than the control class which were not using the YouTube Videos strategy.