CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings as the result of analyzing the data. Therefore, this chapter discusses the finding, hypothesis testing and discussion.

A. The Description of Data

This research aimed to know the effectiveness of using Instagram vlog in teaching students' speaking skills. The effectiveness can be seen from the significant difference of mean scores of the students in the pre-test and post-test. After completing data analysis, the researcher presents the results of statistical Analysis to answer the research problems presented in chapter I.

The researcher used tests, pre-test and post-test, to obtain the numeric data representing the speaking skills of the students before and after being given treatment. The presentation of the data of students' scores as the results of pre-test and post-test are as follow.

1. Students Scores before Being Taught by Using Instagram Vlog

   In this section, the researcher presents the students' scores before being taught by using Instagram vlog. That is called pretest scores. The pretest was done before a treatment process, that was teaching speaking using Instagram vlog was conducted. The pretest was given to the students to know their speaking skills before they got the treatment. Table 4.1 the students' scores resulted from the pretest. The students' names were identified based on the initial names of student.

Table 4.1

Students' Score before Being Taught by Using Instagram Vlog

NO	Students' Name	Pretest Score
1	ANW	50
2	BJN	31.25
3	BIA	50
4	DAK	50
5	HAA	62.5
6	II	68.75
7	LOM	37.5
8	MS	62.5
9	MSRN	68.75
10	MDS	37.5
11	MAG	50
12	MAA	50
13	MHU	43.75
14	MJWP	50
15	MDSR	31.25
16	MAM	50
17	MP	62.5
18	NSZ	87.5
19	RFNI	50
20	REA	62.5
21	RAP	31.25
22	SN	62.5
23	YSA	43.75
24	ZND	56.25
25	JRHS	56.25

That, table is students' scores before being taught by using Instagram vlog. The pretest was followed by 25 students of VIII class that

was taken as sample. The researcher allocated 2 days to make a vlog. The pretest in the form of speaking skills test.

Moreover, the researcher used SPSS 26.0 version to know the descriptive statistics and the percentage of students' scores of pre-test, the results of which are presented below:

Table 4.2 The descriptive statistics of pre-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRETEST	25	31.25	87.50	1306.25	52.2500	13.36585
Valid N (listwise)	25					

Table 4.2 the mean score is 52.2500, the sum of data was 1306.25, the standard deviation is 13.36585, the minimum score of pre-test is 31.25, and the maximum score of pre-test is 87.50.

Table 4.3 The Frequency of pre-test

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31.25	3	6.0	12.0	12.0
	37.50	2	4.0	8.0	20.0
	43.75	2	4.0	8.0	28.0
	50.00	8	16.0	32.0	60.0
	56.25	2	4.0	8.0	68.0
	62.50	5	10.0	20.0	88.0
	68.75	2	4.0	8.0	96.0
	87.50	1	2.0	4.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Table 4.3 shows the numbers described are the division and precentages of frequency distribution. The frequency of pre-test after being distributed was based on the criteria below:

Table 4.4 The Score's Criteria

Criteria	Range Score
Very Good	90-100
Good	80-89
Fairly Good	70-79
Poor	60-69
Very Poor	0-59

(Adopted from Rusdi, 2015)

1) There were 18 students who got score 0-59 which meant that their speaking tests were very poor.
2) There were 7 students who got score 60-69 which meant that their speaking tests were poor.
3) There were no students got score 70-79.
4) There were 1 student got score 80-89 which meant that their speaking tests were very good.
5) There were no students got score 90-100.

2. Students' Score after Being Taught by Using Instagram Vlog

This section presents the students' scores after they were taught by using Instagram vlog, which are called post-test scores. The posttest was done after giving a treatment process that was teaching by using Instagram vlog was being conducted. The post test was given to students

to know their scores after getting the treatment. Table 4.5 shows the students' scores resulted from the post-test. The students' names were identified based on the initial name of students.

Table 4.5 Students' Score after Being Taught by Using Instagram Vlog

NO	Students' Name	Posttest Score
1	ANW	81.25
2	BJN	56.25
3	BIA	81.25
4	DAK	81.25
5	HAA	93.75
6	II	93.75
7	LOM	75
8	MS	81.25
9	MSRN	87.50
10	MDS	62.50
11	MAG	87.50
12	MAA	87.50
13	MHU	75
14	MJWP	75
15	MDSR	68.75
16	MAM	93.75
17	MP	75
18	NSZ	93.75
19	RFNI	81.25
20	REA	87.50
21	RAP	62.50
22	SN	93.75
23	YSA	75
24	ZND	87.50
25	JRHS	81.50

Thus, table is students' score after being taught by using Instagram vlog. The posttest was followed by 25 students of VIII

class that was taken sample. The researcher allocated 2 days to make a vlog. The post test in the form of speaking skills test. The descriptive statistics and the percentage of students' scores of post-test can be discussed here. The percentage was categorized into five criteria include very good, good, fairly good, poor, very poor that was demonstrated as in the table 4.4. Thus, the results of students' scores post-test computation was as follow:

Table 4.6 The descriptive statistics of post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
POST TEST	25	56.25	93.75	2019.00	80.7600	10.50855
Valid N (listwise)	25					

According to the table 4.6, it showed that the mean was 80.7600, the sum of data was 20019.00 standard deviation was 10.50855, the minimum score of post-test was 56.25, and the maximum score of post-test was 93.75.

Table 4.7 The frequency of post-test

POST TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56.25	1	4.0	4.0	4.0
	62.50	2	8.0	8.0	12.0
	68.75	1	4.0	4.0	16.0
	75.00	5	20.0	20.0	36.0
	81.25	5	20.0	20.0	56.0
	81.50	1	4.0	4.0	60.0
	87.50	5	20.0	20.0	80.0
	93.75	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Table 4.7 showed the numbers that described about the division and percentages of frequency distribution. The frequency of post-test after being distributed was showed on the score's criteria. The data from the table could be elaborated as follows :

1) There were 1 students who got score 0-59 which meant that their speaking tests were very poor.
2) There were 3 students who got score 60-69 which meant that their speaking tests were poor.
3) There were 5 students got score 70-79 which meant that their speaking tests were fairly good.
4) There were 11 student got score 80-89 which meant that their speaking tests were good.
5) There were 5 student got score 90-100 which meant that their speaking tests were very good.

B. Normality and Homogeneity Testing

To fulfill the statistical assumptions of paired sample t-test, the researcher needed to do normality and homogeneity testing on data from pre-test and post-test.

1. Normality Testing

To measure the normality testing in knowing whether the data normally distributed or not, the researcher computed the scores of pre-test and post-test by using One-Sample Kolmogorov-Smimov test in SPSS 26.0

by significant level 0.05. Then, the result of normality testing in this study can be seen as in the table 4.8.

Table 4.8 The result of normality testing

One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		25	25
Normal Parameters[a,b]	Mean	52.2500	80.7600
	Std. Deviation	13.36585	10.50855
Most Extreme Differences	Absolute	.167	.159
	Positive	.167	.108
	Negative	-.153	-.159
Test Statistic		.167	.159
Asymp. Sig. (2-tailed)		.071[c]	.105[c]

According to the result of normality testing above, it shows that the value of Asymp. Sig (2 tailed) in pre-test was 0.071 and pot-test was 0.105. It was higher than a= 0.05. So, it can be interpreted that the data resulted by both tests are normally distributed. Thus, it satisfies the use of t-test to see the significant difference of two means.

2. Homogeneity Testing

In knowing whether the group that was used as the sample in the study had the same variance or not, the researcher decided do test the homogeneity of students' pre-test and post-test score. In measuring the homogeneity of the data, the researcher used SPSS 26.0 with the result could be seen as in the table 4.9.

Table 4.9 The result of homogeneity

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
HASIL PRE TEST DAN POST TEST	Based on Mean	.944	1	48	.336
	Based on Median	.588	1	48	.447
	Based on Median and with adjusted df	.588	1	43.570	.447
	Based on trimmed mean	.911	1	48	.345

From the table 4.9, it showed that the significance was 0.336 and it was higher than 0.05. It can be concluded that the data distribution was homogeneous. Hence, it also qualifies the use of t-test to see the significant difference of two means.

C. Hypothesis Testing

This study was conducted to know whether there is significant difference score of eight graders students at MTs Imam Al Ghozali in academic year 2021/2022 in speaking skills before and after being taught by using Instagram vlog. The data of this study were normally distributed and thus it satisfies the use of paired sample t-test to see the significant difference of the mean of pre-test and the mean of post-test. Paired sample t-test was used because this study just involved one group of pre-test and post-test so that the two sets of scores resulted were of correlated samples. Hence, in this case paired sample t-test was appropriate to be used in analyzing the data. The result of t-test can seen below.

Table 4.10 The result of paired sample t test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	52.2500	25	13.36585	2.67317
	POSTTEST	80.7600	25	10.50855	2.10171

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	25	.785	.000

Paired Samples Test

		Paired Differences					t	Df	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRETEST – POSTTEST	-28.51000	8.27945	1.65589	-31.92759	-25.09241	-17.217	24	.000

Seeing the figures in the table, the researcher could carried out the hypothesis testing in order to rejection or accept the null hypothesis. The base of rejecting or accepting the null hypothesis are: If P-value (denoted by Sig) < a (5 %), H, is rejected and thus Ha is accepted. But, if P-value >a (5 %), Ho is not rejected, or accepted and thus Ha is rejected.

Based on the table 4.10, the t was -17.217, with df = 24, and the p- value (two tailed) is 0.000. Given that the current test was one-tailed test, so the p-value 0.000 be divided by 2 0.000. The significance level was 0.05. For interpretation of decision based on the result of probability, it was:

1. If P-value < a, the null hypothesis (Ho) is rejected and the alternative (Ha) is accepted. It means that the use Instagram vlog is effective for teaching speaking at Junior High School.

2. If P-value > a, the null hypothesis (Ho) is accepted and the alternative (Ha) is rejected. It means that the use of Instagram vlog is not effective for teaching speaking at Junior High School.

Since the P-value (denoted by Sig in the table is .000), which is obviously far smaller than the value of a (0.05 = 5 %), then the null hypothesis is rejected. It means that the hypothesis stating that there is no significant difference of the speaking skill of the students before and after being taught by Instagram vlog is rejected. Consequently, the alternative hypothesis is accepted, which means the hypothesis stating that there is a significant difference of the speaking skills of the students before and after being taught by using Instagram vlog. So, the use of Instagram vlog is effective for teaching speaking in Junior High School.

D. Discussion

As in mentioned in the research problems stated in Chapter I, the researcher conducted an experiment in one group pre-test and post- test design. The procedures done during teaching and learning process were divided into three steps. The first administering a pre- test. It was conducted to know the students' basic competence and earlier knowledge before got the treatment. The next step was applying the treatment that is using Instagram vlog. The treatment was done in four meetings. The last step was giving post-test. In the post-test, the students were given a test to know their scores after they were treating by

Instagram vlog. After the steps were conducted, the researcher got data in the form of pre-test and post-test scores. Next, the researcher analyzed them by using paired sample t-test through SPSS 26.0.

As presented in table 4.6, the researcher presented a descriptive statistics of post-test scores and it was found that there is the different means of pre-test and post-test. The mean of pre-test score is lower than post-test mean score (52.25 < 80.76). It can be roughly seen that there is a gain of mean score from pre-test to post-test. However, it still needs to be statistically proven through hypothesis testing. As required in hypothesis, if the p-value was smaller than or equal to the a (0.05), then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, it was found that applying Instagram vlog in teaching speaking skills to the eight graders students of MTs Imam Al Ghozali in academic year 2021/2022 is effective. Based on the research finding, using Instagram vlog for speaking teaching shows real effectiveness that is it can help the students to improve their speaking skills. It seems that this is due to the fact that using Instagram vlog, the students feel interested because they can very easy learning language exactly speaking by using social media that they always use in their daily. It has been discussed in Chapter II, “By using Instagram teacher can promote activities to develop and increase their motivation to speak English better” (Handayani 2016). The students might feel more enjoyable and enthusiastic when being taught by Instagram vlog because there are various features that students can choose from.

It had been supported by Trisilia Devana and Nurul Afifah (2020) in their journal. They stated that teaching speaking by using Instagram vlog can enhance the students' speaking skill in speaking English. In this case the improvement of speaking skills is influenced by the practice of using Instagram vlogs which also involves the use of talking strategies through teacher instruction. recommendations for EFL educators to try using Instagram vlog in their language classrooms to increase the motivation in speaking English, since this media enables the students to express themselves imaginatively and creatively to interact with others in order to achieve certain goals or to express their opinions, intensions, hopes, and viewpoints. Vlogging also can encourage self-monitored speaking, because after students arrange the concept of speaking content and then before they submit their vlog to the teacher, they should listen to it themselves.

A study by Wulandari, 2019 supports the results of this research. With 28 students of the EFL, they investigated whether Instagram vlog would improve their speaking skills. It also looked into students 'understanding of the use of Instagram vlog at a basic level speaking skill. It also looked into students 'understanding of the use of Instagram vlog at a basic level speaking skill. The findings of the pre-test and post-test study measure showed that the introduction of Instagram vlog in a class led to the development of students' speaking skills. While using video techniques in classroom the teacher can provide a common experience for all student, generate interest and stimulate imagination because

it is motivation tool in classroom in addition to stimulate the development of critical thinking skill thus whish can develop students' speaking skill too.

The result of this research revealed that Instagram could increase students' speaking skill. It was in line with a study by Asifatul Himmah, Eko Suhartoyo and Febti Ismiatun (2020) that Instagram helped to improve her students' vocabulary. The students indirectly tried to correct their pronunciation by saying it several times until they got the appropriate one. Instagram assisted the students to learn in and out of the class. They got more time to learn and to study again and again. It is not only about making a good video on Instagram but also reviewing some aspects of speaking. They could show their competence in using social media to practice their speaking skill. If they got an error in pronouncing some words, they would recognize and revise it. They wanted to give the best for their video on Instagram. Before they uploading their video to Instagram, they retook some part of the conversation in order to make sure they could speak fluently and accurately. Moreover, some of them completing their video by giving a subtitle. Thus, it is effective to enhance their speaking skill of the use of exemplification. In short, by being active on Instagram, the students could increase their speaking skills.

Based on the explanation above, it can be concluded that Instagram vlog was effective to be used to enhance the students' speaking skills. The result of this study is the use Instagram vlog was effective toward students' speaking skills of the eight grade of MTs Imam Al Ghozali.