

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discuss about the research findings, hypothesis testing, and discussion.

A. Research Findings

This sub-chapter presents about data presentation that would like to discuss about the results of analyzing data.

1. Data presentation

The data of students' listening comprehension divide into 2 kinds. They are the data in experimental class and the data in controlled class. The data are from pre-test and post-test score which were gathered both experimental and controlled class. The tests are consists of 20 items. First, the researcher makes the criteria of students' score to describe and easy to categorize the students' scores. This criteria aims to know the students' score of listening comprehension is better or not. The researcher classifies the categories into five variances. The categories will be represented below:

Table 4.1 Scores Criteria

NO	Interval class	Criteria
1.	90-100	Very good
2.	70-89	Good
3.	50-69	Enough
4.	30-49	Bad
5.	0-29	Very bad

From the table above, the researcher explains the criteria of students' score in listening comprehension in both experimental and controlled class. To know the percentages of students' score both pre-test and post-test, the researcher will explain the results of both experimental and controlled class scores from pre-test and post-test. The results of the test will be presented below:

a) The Data of Experimental Class

The researcher gave pretest and posttest in experimental class.

The pretest and posttest score in experimental class can be seen below:

Table 4.2 The pretest and posttest score in experimental class

NO	NAME	CLASS	SCORE		
			PRE-TEST	POST-TEST	GAIN SCORE
1	AI	X AK 1	60	75	15
2	ANM	X AK 1	35	55	20
3	ANH	X AK 1	60	75	15
4	AR	X AK 1	45	70	25
5	AFS	X AK 1	70	85	15
6	ANR	X AK 1	55	75	20
7	AW	X AK 1	75	90	15
8	AFA	X AK 1	75	85	10
9	AEP	X AK 1	55	70	15
10	APL	X AK 1	35	60	25
11	AS	X AK 1	65	80	15
12	APL	X AK 1	50	75	25
13	AY	X AK 1	50	85	35
14	AH	X AK 1	60	75	15
15	ARI	X AK 1	80	85	5
16	AK	X AK 1	65	70	5
17	AKD	X AK 1	60	65	5
18	BLM	X AK 1	70	85	15
19	CAS	X AK 1	65	85	20
20	DMS	X AK 1	60	70	10

21	DW	X AK 1	60	80	20
22	DA	X AK 1	45	70	25
23	DT	X AK 1	75	80	5
24	DA	X AK 1	70	75	5
25	DKA	X AK 1	50	70	20
26	DKP	X AK 1	60	85	25
27	DALK	X AK 1	75	85	10
28	DM	X AK 1	75	80	5
29	DDF	X AK 1	80	85	5
30	ELF	X AK 1	45	65	20
31	EM	X AK 1	65	75	10
32	EAP	X AK 1	80	95	15
33	EN	X AK 1	60	70	10
34	ECH	X AK 1	70	90	20
35	FA	X AK 1	80	80	0
36	FR	X AK 1	70	85	15
TOTAL			2250	2785	535

The data that will explain first is the data from pre-test score in experimental class that conducted on 11th April, 2018 at 10.15-11.00 AM. The test conducted in class AK 1 at the tenth grade of SMK PGRI 1 Tulungagung which was consisted of 36 students. This test aimed to know the students' achievement before being taught by using Dictogloss strategy in listening comprehension. The test were consists of 20 items which were divided into 3 section in one text. They were 10 items of fill in the blank, 5 items of multiple choices, and 5 items of true false statements. After conducting pre-test, the researcher made the descriptive statistic of the data. Descriptive statistics are used to describe the basic futures of data in this study. The researcher used SPSS windows 16.0 version to formulate the descriptive statistics. It means that the researcher measured central tendency of pre-test score.

Measures of central tendency are used to know whether the data values cluster around the mean. They are included mean, median, and mode.

The table of descriptive statistic will be presented below:

Table 4.3 Descriptive Statistics of Pre Test Score in Experimental Class

Statistics		
pretest_exp		
N	Valid	36
	Missing	0
Mean		62.50
Median		62.50
Mode		60
Minimum		35
Maximum		80

The table shows that the mean of students score from pre test in experimental class is 62.50. It means that the average score from all of students' score is 62.50. Based on the criteria of the students score, 62.50 is enough score. Then, the median is 62.50, it means that the middle score in pretest is 62.50. Finally, the mode is 60, it means that the most frequently occurring scores in pretest is 60.

Then, the researcher measured the frequency of pre-test scores. The aim was to know how many often the number appeared. The scores started from minimum into maximum. It means that the scores appeared from lowest until highest one. The table of frequency of pre-test scores in experimental class can be seen below:

Table 4.4 Frequency of Pre-Test Scores in Experimental Class

		pretest_score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	5.6	5.6	5.6
	45	3	8.3	8.3	13.9
	50	3	8.3	8.3	22.2
	55	2	5.6	5.6	27.8
	60	8	22.2	22.2	50.0
	65	4	11.1	11.1	61.1
	70	5	13.9	13.9	75.0
	75	5	13.9	13.9	88.9
	80	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Based on the table above, the students who got the bad score are 5 students or 13.9 %. Then, students who got enough score are 17 students (47.2%). Also, students who got good score are 14 students (38.9%).

After the researcher calculated the pre-test scores from experimental class, then the researcher calculated the post-test scores one. The test was conducted on 11th April, 2018 at 07.00-07.45 AM in the same class, class AK 1 at the tenth grade of SMK PGRI 1 Tulungagung. The test has the same form of pre-test. This test was conducted after giving the treatment in experimental class. The aim was to know it can be difference between before and after being taught by using Dictogloss strategy (treatment is given). To know the students'

score, the researcher measured central tendency and frequency of the score. The table of descriptive statistic will be presented below:

Table 4.5 Descriptive Statistics of Post Test Score in Experimental Class

Statistics		
posttest_exp		
N	Valid	36
	Missing	0
Mean		77.36
Median		77.50
Mode		85
Minimum		55
Maximum		95

From the table above, the researcher can conclude that the mean of posttest in experimental class is 77.36. Based on the criteria of students' score, the mean has a good score. Then, the median is 77.50, and the mode is 85. The minimum score is 55 and the maximum score is 95.

Based on the students score in post test, the researcher knew the difference between before and after given the treatment. To know how much their score increase, see the table (4.5) below:

Table 4.6 Frequency of Post-Test Scores in Experimental Class

		posttest_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	2.8	2.8	2.8
	60	1	2.8	2.8	5.6
	65	2	5.6	5.6	11.1
	70	7	19.4	19.4	30.6
	75	7	19.4	19.4	50.0
	80	5	13.9	13.9	63.9
	85	10	27.8	27.8	91.7
	90	2	5.6	5.6	97.2
	95	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

The table shows that students who got enough are 4 students (11.2 %), while students who got good score are 29 students (80.6%). It means that students in experimental class got higher score than pretest. Most of them got a good score and 3 students (8.4%) got vary good score based on the criteria students' score above.

b) The Data of Controlled Class

The researcher also conducted the test in control class. The test were same as the experiment class which the question consist of 20 item and it divided into 3 section, fill in the blank (10 questions), multiple choice (5 questions), and true false statement (5 questions). The pretest and posttest score in controlled class can be seen below:

Table 4.7 The Pretest and Posttest Score in Controlled Class

NO	NAME	CLASS	SCORE		
			PRE-TEST	POST-TEST	GAIN SCORE
1	AK	X AK 2	45	55	10
2	FEN	X AK 2	60	75	15
3	FA	X AK 2	55	65	10
4	FNP	X AK 2	65	70	5
5	FNF	X AK 2	70	75	5
6	FAM	X AK 2	55	45	-10
7	HRA	X AK 2	55	75	20
8	HEZ	X AK 2	75	80	5
9	IT	X AK 2	75	80	5
10	IRA	X AK 2	70	60	-10
11	IN	X AK 2	30	45	15
12	IP	X AK 2	60	65	5
13	INS	X AK 2	45	55	10
14	ISA	X AK 2	75	75	0
15	IST	X AK 2	60	60	0
16	FRW	X AK 2	70	75	5
17	JDA	X AK 2	40	50	10
18	KN	X AK 2	70	60	-10
19	KAK	X AK 2	60	65	5
20	KA	X AK 2	30	45	15
21	KPTHS	X AK 2	70	75	5
22	LSS	X AK 2	65	70	5
23	LDR	X AK 2	65	70	5
24	LW	X AK 2	75	75	0
25	LF	X AK 2	70	60	-10
26	MK	X AK 2	50	55	5
27	MT	X AK 2	55	65	10
28	MWG	X AK 2	80	80	0
29	MUK	X AK 2	55	65	10
30	MR	X AK 2	50	60	10
31	NR	X AK 2	65	70	5
32	NF	X AK 2	55	65	10
33	NKN	X AK 2	40	55	15
34	NB	X AK 2	70	75	5
35	YF	X AK 2	80	90	10
TOTAL			2110	2305	195

The first test is pretest that was conducted at 13th April 2018 in class AK 2. Then, the researcher calculated the score to know the descriptive statistics, it can be seen below:

Table 4.8 Descriptive Statistics of Pre Test Score in Control Class

Statistics

pretest_control

N	Valid	35
	Missing	0
Mean		60.29
Median		60.00
Mode		70
Minimum		30
Maximum		80

Based on the table above, the researcher can conclude that the class consist of 35 students. The table shows that the mean of pre test in control class is 60.29, it has enough score, while the median is 60. Then, the mode is 70. Finally, the maximum score in control class is 80 and the minimum score is 30.

After know the descriptive statistics of pre test score in control class, then take a look the frequency of pre test in control class. Based on the table below, there are some students who got bad score in this test. It means that they failed in this test because the got bad score. There are 6 students (17.1 %). But some students got enough score in this test. There are 16 students (45.6%). Finally, most students got good score in this test, there are 13 students (37.1%). The table of frequency of pre test score in control class can be seen below:

Table 4.9 Frequency of Pre-Test Scores in Control Class

pretest_control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	2	5.7	5.7	5.7
40	2	5.7	5.7	11.4
45	2	5.7	5.7	17.1
50	2	5.7	5.7	22.9
55	6	17.1	17.1	40.0
60	4	11.4	11.4	51.4
65	4	11.4	11.4	62.9
70	7	20.0	20.0	82.9
75	4	11.4	11.4	94.3
80	2	5.7	5.7	100.0
Total	35	100.0	100.0	

Then, the researcher calculated the post test scores from control class. The test was conducted on 5th May 2018 at 07.00-07.45 AM in the same class, class AK 2 at the tenth grade of SMK PGRI 1 Tulungagung. The test was same with experiment class.

Table 4.10 Descriptive Statistics of Post Test Score in Control Class

Statistics

posttest_control

N	Valid	35
	Missing	0
Mean		65.86
Median		65.00
Mode		75
Minimum		45
Maximum		90

The table shows that the mean of students score from post test in control class is 65.86. It means that the average score from all of students' score is 65.86. Then, the median is 65, it means that the middle score in posttest is 65. Finally, the mode is 75, it means that the most frequently occurring score in post-test is 75. The minimum score is 45 and the maximum score is 90.

Table 4.11 Frequency of Post-Test Scores in Control Class

posttest_control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	3	8.6	8.6	8.6
50	1	2.9	2.9	11.4
55	4	11.4	11.4	22.9
60	5	14.3	14.3	37.1
65	6	17.1	17.1	54.3
70	4	11.4	11.4	65.7
75	8	22.9	22.9	88.6
80	3	8.6	8.6	97.1
90	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Based on the table above, the students who got the bad score are 3 students (8.6%) but there is a student got very good score. Then, students who got enough score are 16 students (45.6%). Also, students who got good score are 15 students (42.9%).

B. Hypothesis Testing

The researcher analyzed the data to know the different score of students' listening comprehension achievement by using dictogloss and without using dictogloss strategy. The researcher used SPSS 16.0 to measured and saw the statistical test in independent sample t-test, because the samples are different class (class AK 1 and AK 2). Before compute the t-test, the researcher did the gained score analysis to know the homogeneity testing using F test (Levene's Test), to know whether to use *Equal Variance Assumed* (If the variance is the same) or use *Equal Variance Not Assumed* (If the variance is different). The hypotheses in F test can be seen bellow:

1. Ho: both variance are the same (experimental and control class).
2. Ha: both variance are different (experimental and control class).

Here, the results of independent sample test can be seen bellow:

Table of 4.12 Group of Statistics from Gained Score

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
gain_score	Treatment	36	14.86	7.791	1.298
	Control	35	5.57	7.354	1.243

Table 4.13 Independent Sample Test from Gained Score

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	
								Lower	Upper
gain_score									
Equal variances assumed	.410	.524	5.164	69	.000	9.290	1.799	5.701	12.879
Equal variances not assumed			5.168	68.941	.000	9.290	1.797	5.704	12.876

Ho is accepted if $F > 0.05$. Then, Ho is rejected if $F < 0.05$. According to the table 4.11 above, it shows that F is 0,410. It means the F (0,410) is bigger than 0,05 and Ho is accepted. It can be concluded that both variance (experimental and control class) are the same. The result is the researcher used Equal Variance Assumed in making decision of T-test.

First, see the hypothesis testing of this study before explains the table above, the hypothesis testing of this study is mentioned as follows:

1. If the significant level is bigger than significant value, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is different score between experiment class and control class. And the different is significant.
2. If the significant level is lower than significant value, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is not any different score between experiment class and control class. And the different is not significant.

According to statement above, the basic statement in t-test is Ho is accepted if P value > 0.05 and Ho is rejected if P value < 0.05 . Here, from the table 4.13 above, the score of P value (Sig. (2-tailed)) is 0.000 and the significant level is 0.05. It can be concluded that significant value (0.000) is smaller than the significant level (0.05). In other words, Ho is rejected and Ha is accepted. It means that there is different score in the students' listening comprehension between experimental group and control group.

According to the table 4.12 (Group Statistics) above, it shows that there is different in mean of gained score in both experimental class and controlled class, also the mean of gained score in experimental class is bigger than the mean of control class. The mean of gained score in experimental group is 14.86 and 5.57 is the mean of gained score in controlled group. Then, the mean of experimental class after taught by using dictogloss strategy is 77.36 and the

mean of control class after taught without using dictogloss (using conventional learning method) is 65.86. The mean difference is 9.290 and the interval of the differences ranged from 5.701 to 12.879. Finally, taught by using dictogloss strategy in the students' listening comprehension is effective for the tenth grade of SMK PGRI 1 Tulungagung.

C. Discussion

From the explanation in the result of research finding, it shows that dictogloss strategy is effective in teaching listening comprehension at the tenth grade of SMK PGRI 1 Tulungagung. The result shows that there is significant difference score between teaching listening comprehension by using dictogloss and without using dictogloss (using conventional learning method). The researcher knew after calculated posttest score from both experiment class and control class.

Taught by using dictogloss strategy can built students' interesting in listening lessons and encourage them to more active in listening the text since this strategy new for them. According to Nunan (1998:28), dictogloss can encourage students to utilize both bottom up and top down listening strategies. The listener will integrate background knowledge with the clues picked up during the dictation and the listener will more active in understanding the text because listener will make predictions, listeners will make inferences about things not directly stated in the text, listeners will identify the topic of the text, listener will identify the text type (whether it is a narrative, description,

anecdote etc.), and listeners will identify various sorts of semantic relationship in the text. According to Jacobs and Small (2003:1), dictogloss is very helpful in learning listening, which it is a useful way of presenting new factual information, encourage them to listen and understand the speaker say. In other words, Asrobi and Amni (2017:63-64) states that dictogloss can built students' motivation to study by coepetisi (cooperative and competition) and also it can built students' self-confidence and responsibility.