CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings and discussion that included of the description of the data, data analysis, the result of normality and homogeneity, hypothesis testing and discussion.

A. Research Findings

1. Description of The Data

In this section the researcher presented the result of the research. The researcher obtained two kind of data; the score of pretest and posttest that were analyzed by using speaking scoring rubric.

To investigate the students speaking ability of recount text before and after taught by using video blog the researcher conducted pre-test and post-test. The test of pre-test and post-test is speaking test as the instrument in collecting data. The instrument was given to the VIII C students of SMPN 1 Sumbergempol which consisted of 30 students. The students' score of pretest and post test could be seen at the table 4.1 below.

Table 4.1 Students score of pretest and posttest

Name	Pretest	Posttest
A1	40	54
A2	42	54
A3	38	42
A4	25	40
A5	46	56
A6	60	72
A7	44	60

A8	32	54
A9	28	30
A10	36	50
A11	54	62
A12	34	52
A13	62	74
A14	40	56
A15	36	50
A16	44	60
A17	32	48
A18	48	62
A19	38	46
A20	58	66
A21	52	68
A22	60	78
A23	54	62
A24	48	60
A25	32	32
A26	46	54
A27	40	48
A28	36	42
A29	60	72
A30	46	60
Total	1.311	1.664

There were 30 students as respondents of this research. Based on the table 4.1 above, can be seen that the highest score of students' pretest was 62 and the lowest score was 25. While, the highest score of post test was 78 and the lowest score of post test was 30.

After got the students' score of pretest and posttest researcher organized the result of statistic and the frequency of the students' scores in pre-test by using IBM SPSS Statistics 16. The following tables 4.2 and 4.3 showed the result of statistics and the frequency of students' score in pretest.

Table 4.2 The Result of statistics

Statistics

		Posttest	Pretest
N	Valid	30	30
	Missing	0	0

Table 4.3 Frequency of Score in Pre-test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3.3	3.3	3.3
	28	1	3.3	3.3	6.7
	32	3	10.0	10.0	16.7
	34	1	3.3	3.3	20.0
	36	3	10.0	10.0	30.0
	38	2	6.7	6.7	36.7
	40	3	10.0	10.0	46.7
	42	1	3.3	3.3	50.0
	44	2	6.7	6.7	56.7
	46	3	10.0	10.0	66.7
	48	2	6.7	6.7	73.3
	52	1	3.3	3.3	76.7
	54	2	6.7	6.7	83.3
	58	1	3.3	3.3	86.7
	60	3	10.0	10.0	96.7
	62	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above can be seen that, 2 of 30 students got very poor score or the scale was 6,7 % students very poor score it indicate that the students need more improvement to be creative in creating their content , they less of vocabulary and poor on grammar so they cannot speak fluently , 20 of 30 students or the scale was 66,7% students got poor score it because the students was able to create clear content but they still less on pronunciation and the only have limited range of vocabulary and many grammatical error, 8 of 30 students which the scale is 26,6% students got good score it indicate that the students was have clear content, less of grammatical errors and they speech effortless. No one of students (0%) got very good and excellent score.

The researcher organized the result of the statistical frequency and percentage of the students' scores in post-test by using IBM SPSS Statistics 16. The table 4.4 and 4.5 showed the result of statistics and frequencies of score in post test. The table can be seen bellow.

Table 4.4 he Result of Statistics

Statistics

		Posttest	Pretest
N	Valid	30	30
	Missing	0	0

Table 4.5 Frequency of students' score in post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.3	3.3	3.3
	32	1	3.3	3.3	6.7
	40	1	3.3	3.3	10.0
	42	2	6.7	6.7	16.7
	46	1	3.3	3.3	20.0
	48	2	6.7	6.7	26.7
	50	2	6.7	6.7	33.3
	52	1	3.3	3.3	36.7
	54	4	13.3	13.3	50.0
	56	2	6.7	6.7	56.7
	60	4	13.3	13.3	70.0
	62	3	10.0	10.0	80.0
	66	1	3.3	3.3	83.3
	68	1	3.3	3.3	86.7
	72	2	6.7	6.7	93.3
	74	1	3.3	3.3	96.7
	78	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above can be seen 8 of 30 students which the scale 26,7% students got poor score it indicate that the content of the students' speech was not clear, less of new vocabulary, many grammatical error, and the speech very slow and uneven. 19 of 30 students which the scale 60% of students got good score the students content is fairly clear, related to the aspect that must be informed and speak with high confidence, the

speech effortless and less of grammatical error. 3 of 30 students which scale 13,3% of students got very good score the students' speech content was fairly clear and they speak with high confidence, they have large of new vocabulary and less of grammatical errors, no one of the students (0%) got very poor and excellent score.

Comparing to the result of pre-test and post test score has shownthe progress of the students' speaking score. It means that the using of video blog is effective in increasing the students' speaking score. The effectiveness of video blog on speaking of recount text could be seen from the progress of students' speaking score.

2. Normality and Homogeneity

a. The result of Normality testing

Normality testing is conducted to determine whether the data was normal distribution or not. The researcher used SPSS IBM 16 *One Sample Kolmogrove-Smirnove test* by the significant value (α)=0.05. The result could be seen in the table as follows:

Table 4.6 Normality Testing

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		30	30
Normal Parameters[a]	Mean	43.70	55.47
	Std. Deviation	10.269	11.685
Most Extreme Differences	Absolute	.107	.088
	Positive	.107	.088
	Negative	-.085	-.084
Kolmogorov-Smirnov Z		.588	.482
Asymp. Sig. (2-tailed)		.880	.974

a. Test distribution is Normal.

Based on the table above, it could be seen that the significant value from pre-test is 0.588 and from post-test was 0.482. The value of Assympt Sig (2-tailed) pre-test was 0.880 and it is higher than 0.05 (0.880 > 0.05) and post-test is 0.974 and it is higher than 0.05 (0.974>0.05). From the result above, it could be concluded that the data of pre-test and post-test were normal distribution. It means that Ho is accepted and Ha is rejected.

b. The result of Homogeneity testing

Homogeneity testing is conducted to measure whether the data has homogeneous variance or not. The researcher used Test of

Homogeneity of variances with SPSS by the value of significance

(α)=0.05, the result can be seen below:

Table 4.7 Homogeneity Testing

Test of Homogeneity of Variances

Speaking ability

Levene Statistic	df1	df2	Sig.
.144	1	58	.705

Based on the table above was known that the sig.value is 0.705

and it was higher than 0.05, it means that Ho is rejected and Ha is

accepted. It can conclude that the data is homogeneity.

3. Data Analysis

To investigate is video blog effective in increasing students'

speaking score, the researcher measured the result of pre-test and post-test

by using Paired Sample Test on IMB SPSS statistics 16. The result from

the calculation of the organizing of the mean, median, standard deviation,

variances, minimum and maximum of speaking pre-test and post-test can

be seen at the table 4.8 Represents the result of descriptive statistic for pre-

test and post-test.

Table 4.8 Descriptive Statistic for Pre-test and post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	30	37	25	62	1311	43.70	10.269	105.459
Posttest	30	48	30	78	1664	55.47	11.685	136.533
Valid N (listwise)	30							

From the table above it could be seen that the mean of post-test score (55.47) was larger than the mean of pre-test score (43.70). It means that the use of video blog on students' speaking skill of recount text has caused in improving students oral communication score. As the previously mentioned that there are two hypothesis in this study: (1) Null hypothesis stating that there is no any significant difference on the students' speaking score before and after taught by using video blog. (2) Alternative hypothesis stating that here is any significant difference of the students' speaking score before and after taught by using video blog. The testing was done in the table below:

Table 4.9 Paired Sample statistics

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.904	.000

The table above showed that the correlation between two score pre-test and post-test. The correlation score of pre-test and post-test is 0.904 and score of sig. is 0.000. If the sig.>0.05, means that Ho is accepted in other word if the sig.<0.05, it means that Ho is rejected. The table above showed that sig.0.000 it is lower than 0.05 it is mean that Ho is rejected and Ha is accepted. From the result above, can be concluding that there was the significant different of the students' score between pre-test and post-test.

Table 4.10 Paired sample T-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	pretest – posttest	-11.767	4.994	.912	-13.632	-9.902	-12.904	29	.000

The output of paired sample T test showed the result of compare analysis with using T test. The table showed the mean of pre-test and post-test (11.767), standard deviation (4.994), standard mean error (0.912), the lower different (13.632), the upper different (9.902). The result of T test is 12.904 with df 29 and the sig. (2-tailed) is 0.000.

The way to test whether the null hypothesis can be rejected or not was done by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & calputi, 2001).

The table 4.10 shows that the p-value was less than 0.05 (0.000<0.05). It was indicated that the null hypothesis could be rejected and it could be concluded that the use of video blog was effective in increasing students' speaking score.

4. Hypothesis Testing

From the data analysis above it could be identify that:

1. When the sig.value > 0.05. The null hypothesis (Ho) is rejected while the alternative (Ha) hypothesis is accepted.

2. When the sig.value < 0.05. The null hypothesis (Ho) is accepted while the alternative hypothesis (Ha) is rejected.

The table 4.10 showed that the sig.value of the research was .000 less than the significance level 0.05 (.000<0.05) it means that the null hypothesis (Ho) was rejected while the alternative hypothesis was accepted. The mean of the total students' score of 30 students before

using video blog was 43.70. After getting treatment, the mean of the total students' score was 55.47. It was showed that there was the significant of the students' speaking score after taught by video blog. It was indicated that the use of video blog was effective to be used in teaching speaking.

B. Discussion

To investigate the students' speaking skill improvement after the implementation of video blog at eight grade of SMPN 1 Sumbergempol, the researcher conducted speaking test in pretest and post-test to collect the data. Then, the data was analyzed by using Paired Sample Test in IBM statistics 16. The result of data analysis is stated that the score of post-test is bigger than pre-test.

The table paired sample t-test shows that the mean of the students' speaking score in pre-test and post-test was increased from 43.70 to be 55.47. It indicated that the students score was increased after taught by using video blog. The result of paired sample t-test also shows that the sig value was .000. As the requirements of hypothesis, is the significance value is smaller than significance level (0.05) it means that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. From the requirements above, it could be concluded that the null hypothesis (Ho) was rejected while the alternative hypothesis (Ho) was accepted. It means that there was any significant difference of the students' speaking score before and after taught by using video blog based role-play.

From the data analysis above, it could be concluded that the use of video blog is effective in increasing students' speaking score. The previous researcher has been proved that video blog was effective in improving students speaking skill. A study conducted by Shih (2010) stated that blogging helped 82% of students improve their professional public speaking skills, such as enunciation, articulation, facial expressions, posture, and gestures.

Another study conducted by Bujan & Suppasetseree (2017) stated that the use of video blog based role play was efficient and could help the students in enhance their English oral communication skills effectively. The tools of video blog based role play are considered effective in improving students speaking skill because the use of video would rather show effective than written text. Video blogs can also include still images, movies, sound, and metadata to further annotate the site (Educause Learning Initiative, 2005). By using the video, the students not only study about the pronunciation but also the facial expression.

Apart of video blog, conversation or dialog became the most popular technique used in teaching speaking. During the conversation the students have the opportunity to practice the target language in the meaningful context as like in the real world. It means that role play is not only used as interactive teaching in the classroom but also to stimulate the students in real life.

Dialog practice is one of teaching strategy that can develop the students' group work activities, because dialog or conversation was conducted by a group of peoples. It is why, the benefit of conversation activities not only on the students' speaking ability or the students' but it's also give the opportunities the students to have communication and interaction with their friends during learning process. By doing group work activities the students allowed to have the communication and interaction with their group. It made the students motivate to speak to exchange the information and the idea to show up their existence in the group.

Regarding from the explanation above the implications of this study is allowing the teachers to use this strategy in teaching speaking. The lack of the students learning motivation demands the teacher to have creative and innovative techniques to enhance the students learning interest. The technological development gives more chance for the students to utilize in any learning process. Social media that was identical with the teenagers' life can be adapted in learning process such as WhatsApp, Facebook ect. Video blog is one of the teaching strategies that utilize the use of social media. The social media that was familiar with the teenager live makes the students motivated to study. The using of video blog would increase the students speaking performance, improve the students' creativity, develop the students' group work, etc. By using video blog the students hoped may use the social media not only for entertaining

but also utilize the social media for education. In teaching and learning process the use of video blog helped the teachers and students easier to connect each others during the project and the teacher able to monitor the students' development in detail from the video uploaded by the students.