

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents about research findings and discussion that include data of research findings, normality and homogeneity testing, data analysis, hypothesis and discussion.

#### **A. Research Findings**

Based on the objective of the research which has been stated by the researcher in the previous chapter, this research was aimed to know whether use audiobook was effective to teach narrative text on students' listening skill. Therefore, in this research the researcher wanted to measure the significant difference between the two groups by conducting test and analyzing the result of test by using t-test.

There were two kinds of test, pre-test and post-test. These two kinds of test were conducted to know whether the students who were using simulation technique achieved better than those who were not using simulation technique. In this chapter the data presents the result from data analysis of t-test. The pre-test was held on Wednesday, April 11<sup>st</sup> 2018 and the post-test was held on Saturday, April 21<sup>st</sup> 2018 in experimental class. The pre-test was held on Saturday, April 21<sup>st</sup> 2018 and the post-test was held on Friday, April 27<sup>st</sup> 2018 in control class. The data compare post-test score of experimental group and control group.

**Table 4.1: The Schedule of the tests and treatments to experimental class.**

No	Day and Date	Activities
1	Wednesday, 11 April 2018	<ul style="list-style-type: none"> <li>• Give handout and explain about narrative text, generic structure, language features and give an example of narrative text</li> <li>• Doing the pre-test</li> </ul>
2	Saturday, 14 April 2018	<ul style="list-style-type: none"> <li>• Giving treatment 1</li> <li>• Introduction about audiobook and explaining how the procedures use an audiobook.</li> <li>• Explain about narrative text, generic structure, language features and give an example of narrative text</li> </ul>
3	Tuesday, 17 April 2018	<ul style="list-style-type: none"> <li>• Giving treatment 2</li> <li>• Teacher plays audio about <i>The Ant and the Grasshopper</i> without text and asks students to understand story and the native speaker's pronunciation.</li> <li>• Teacher replays the audio with text and the students hear to understand the whole story; how to use the word in a sentence or how the sound of the</li> </ul>

		<p>narrator goes off when they use the phrase.</p> <ul style="list-style-type: none"> <li>• Teacher replays the audio and give test with use fill in the blank and multiple choice questions.</li> </ul>
4	Wednesday, 18 April 2018	<ul style="list-style-type: none"> <li>• Giving treatment 3</li> <li>• Teacher plays audio about <i>Little Red Riding Hood</i> without text and asks students to understand story and the native speaker's pronunciation.</li> <li>• Teacher replays the audio with text and the students hear to understand the whole story; how to use the word in a sentence or how the sound of the narrator goes off when they use the phrase.</li> <li>• Teacher replays the audio and give test with use fill in the blank and multiple choice questions.</li> </ul>
5	Saturday, 21 April 2018	<ul style="list-style-type: none"> <li>• Teacher plays audio about <i>The Ant and the Grasshopper</i> without text and asks students to understand story and the native speaker's pronunciation.</li> <li>• Teacher replays the audio with text and the students hear to understand the</li> </ul>

		<p>whole story; how to use the word in a sentence or how the sound of the narrator goes off when they use the phrase.</p> <ul style="list-style-type: none"> <li>• Doing Posttest</li> </ul>
--	--	--

**Table 4.2: The Schedule of the tests to control class.**

No	Day and Date	Activities
1	Saturday, 21 April 2018	<ul style="list-style-type: none"> <li>• Give handout and explain about narrative text, generic structure, language features and give an example of narrative text</li> <li>• Doing Pretest</li> </ul>
2		<ul style="list-style-type: none"> <li>• No treatment</li> </ul>
3	Friday, 27 April 2018	<ul style="list-style-type: none"> <li>• Review about the definition of narrative text, generic structure, language features of narrative text</li> <li>• Doing Posttest</li> </ul>

To know whether the students' listening skill, the researcher gave criteria as suggested by the English teacher of MTs. Al-Huda Bandung. This is as follows:

**Table 4.3: The Scores' Criteria**

Score	Criteria
85-100	Excellent
70-84	Good

55-69	Average
40-54	Poor
0-39	Very Poor

The table below showed the student's listening score of post-test in experimental and control class. The post-test was administered for 33 students in VIII B and VIII C class taken as sample. The students are coded in to initial name. The data are presented in the following table:

**Table 4.4: The result of the student's listening of pretest and post-test in control class**

NO	NAME	SCORE		GAIN
		PRE-TEST	POST-TEST	
1	A	60	65	5
2	B	50	55	5
3	C	70	70	0
4	D	65	70	5
5	E	55	60	5
6	F	55	75	20
7	G	65	70	5
8	H	70	75	5
9	I	55	50	-5
10	J	55	60	5
11	K	65	65	0
12	L	60	60	0
13	M	70	75	5
14	N	80	55	-25
15	O	55	60	5
16	Q	55	75	20
17	R	65	50	-15
18	S	75	65	-10
19	T	75	65	-10

20	U	75	90	15
21	V	60	80	20
22	W	60	65	5
23	X	65	65	0
24	Y	75	70	-5
25	Z	80	80	0
26	AA	70	75	5
27	BB	75	80	5
28	CC	60	75	15
29	DD	50	75	25
30	EE	75	75	0
31	FF	70	65	-5
32	GG	65	70	5
33	HH	65	35	-30
	N=33	$\sum s = 2145$	$\sum s = 2220$	75

Based on the table 4.2 above, it showed that the lowest score in pre-test was 50 and the highest score was 75. Besides that, the highest score of post-test was 90, the lowest score was 35.

**a. Pretest of Control Class**

**Table 4.5 Descriptive Statistic of Pretest**

Pretest\_control

N		Mean	Median	Mode	Std. Deviation	Minimum	Maximum	Sum
Valid	Missing							
33	0	65.00	65.00	65	8.570	50	80	2.145

Based on the table above, showed that the mean of student pretest was 65; the median was 65; the mode was 65; the standard deviation was 8.570; the minimum was 50, the maximum was 80; and the sum was 2145.

After getting the statistical data, the researcher constructs a group frequency distribution with the helped of SPSS program 16.0 versions. The frequency distribution of control class students' score in pretest can be seen in the table 4.4 as below:

**Table 4.6 Frequency of Pretest**

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.1	6.1	6.1
	55	6	18.2	18.2	24.2
	60	5	15.2	15.2	39.4
	65	7	21.2	21.2	60.6
	70	5	15.2	15.2	75.8
	75	6	18.2	18.2	93.9
	80	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Based on the data of table above, it showed that 2 student got score 50, 6 student got score 55, 5 student got score 60, 7 student got score 65, 5 student got score 70, 6 student got score 75, 2 student got score 80.

**b. Posttest of Control Class**

**Table 4.7 Descriptive of Posttest**

Posttest\_control

N		Mean	Median	Mode	Std. Deviation	Minimum	Maximum	Sum
Valid	Missing							
33	0	67.27	70.00	75	10.760	35	90	2.220

Based on the table above, showed that the mean of student pretest was 67.27; the median was 70; the mode was 75; the standard deviation was 10.670; the minimum was 35, the maximum was 90; and the sum was 2220.

After getting the statistical data, the researcher constructs a group frequency distribution with the helped of SPSS program 16.0 versions. The frequency distribution of control class students' score in pretest can be seen in the table 4.6 as below:

**Table 4.8 Frequency of Posttest**

Posttest\_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.0	3.0	3.0
	50	2	6.1	6.1	9.1
	55	2	6.1	6.1	15.2
	60	4	12.1	12.1	27.3
	65	7	21.2	21.2	48.5
	70	5	15.2	15.2	63.6



75	8	24.2	24.2	87.9
80	3	9.1	9.1	97.0
90	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Based on the data of table above, it showed that 1 student got score 35, 2 student got score 50, 2 student got score 55, 4 student got score 60, 7 student got score 65, 5 student got score 70, 8 student got score 75, 3 student got score 80, 1 student got score 90.

**Table 4.9: The result of the student's listening of pre-test and post-test in experimental class**

NO	NAME	SCORE		GAIN
		PRE-TEST	POST-TEST	
1	A	60	75	15
2	B	55	70	15
3	C	65	90	25
4	D	70	90	20
5	E	70	80	10
6	F	65	80	15
7	G	65	80	15
8	H	70	85	15
9	I	70	70	0
10	J	75	75	0
11	K	55	75	20
12	L	55	75	20



33	0	66.06	65.00	65	7.475	55	80	2.180
----	---	-------	-------	----	-------	----	----	-------

Based on the table above, showed that the mean of student pretest was 66.06; the median was 65; the mode was 65; the standard deviation was 7.475; the minimum was 55, the maximum was 80; and the sum was 2180.

After getting the statistical data, the researcher constructs a group frequency distribution with the helped of SPSS program 16.0 versions. The frequency distribution of control class students' score in pretest can be seen in the table 4.9 as below:

**Table 4.11 Frequency of Pretest**

		Pretest_experimental			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	7	21.2	21.2	21.2
	60	2	6.1	6.1	27.3
	65	9	27.3	27.3	54.5

70	9	27.3	27.3	81.8
75	4	12.1	12.1	93.9
80	2	6.1	6.1	100.0
Total	33	100.0	100.0	

Based on the data of table above, it showed that 7 student got score 55, 2 student got score 60, 9 student got score 65, 9 student got score 70, 4 student got score 75, 2 student got score 80.

**b. Posttest of Experimental Class**

**Table 4.12 Descriptive of Posttest**

N		Mean	Median	Mode	Std. Deviation	Minimum	Maximum	Sum
Valid	Missing							
33	0	77.88	75.00	75	7.607	65	95	2.570

Based on the table above, showed that the mean of student pretest was 77.88; the median was 75; the mode was 75; the standard deviation was 7.607; the minimum was 65, the maximum was 95; and the sum was 2570.

After getting the statistical data, the researcher constructs a group frequency distribution with the helped of SPSS program 16.0 versions. The frequency distribution of control class students' score in pretest can be seen in the table 4.11 as below:

**Table 4.13 Frequency of Pretest**

**Posttest\_experimental**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	6.1	6.1	6.1
	70	7	21.2	21.2	27.3
	75	8	24.2	24.2	51.5
	80	7	21.2	21.2	72.7
	85	5	15.2	15.2	87.9
	90	3	9.1	9.1	97.0
	95	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Based on the data of table above, it showed that 2 student got score 65, 7 student got score 70, 8 student got score 75, 7 student got score 80, 5 student got score 85, 3 student got score 90, 1 student got score 95.

## **B. Normality and Homogeneity**

### **1. The Result of Normality Testing**

Normality testing is conducted to determine whether the gotten data is normal distribution or not. The researcher used SPSS.16. One-Sample Kolmogorov-Smirnov test by the value of significance ( $\alpha$ ) = 0.050. The result can be seen below.

**Table 4.14: Normality Test of Post Test**

**One-Sample Kolmogorov-Smirnov Test**

		gain
N		66
Normal Parameters <sup>a</sup>	Mean	7.05
	Std. Deviation	11.435
Most Extreme Differences	Absolute	.162
	Positive	.162
	Negative	-.151
Kolmogorov-Smirnov Z		1.315
Asymp. Sig. (2-tailed)		.063

a. Test distribution is Normal.

Based on the table above was known that the significance value was 0.063 higher than 0.05. It means that  $H_0$  is accepted and  $H_a$  is rejected. So, it can be interpreted that both of data (control and experimental) are in normal distribution.

## 2. The Result of Homogeneity Testing

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. To know the homogeneity, the researcher used Test of Homogeneity of Variances with SPSS.16 by the value of significance ( $\alpha$ ) = 0.050. The result can be seen below:

**Table 4.15: Homogeneity Testing**

**Test of Homogeneity of Variances**

Gain

Levene Statistic	df1	df2	Sig.
.235	1	64	.630

Based on the table above is known that the sig/p value was 0.630 higher than 0.05 means  $H_0$  is rejected and  $H_a$  is accepted. So, it can be interpreted that the data is homogeneity.

### C. Data Analysis

To investigate whether Audio is effective on the students' listening skill, the researcher measured the result of post-test of control class and post-test of experimental class by using Paired Sample Test in IBM SPSS Statistics 16. Before it, the researcher organizing of the means, median, standard deviation, variances, minimum and maximum of the listening post-test of control class and post-test of experimental class scores of the sample which calculated respectively by using IBM SPSS Statistic 16.

**Table 4.16: Group Statistics**

Group Statistics					
group	N	Mean	Std. Deviation	Std. Error Mean	
gain	1	33	2.27	11.798	2.054
	2	33	11.82	8.911	1.551

**Table 4.17: Independents 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	Equal variances assumed	.235	.630	-3.709	64	.000	-9.545	2.574	-14.687	-4.404
	Equal variances not assumed			-3.709	59.544	.000	-9.545	2.574	-14.695	-4.396

Based on the table 4:1, it was clear that the Sig. (2 - tailed) is 0.000 and  $\alpha = 0.05$ . It means that Sig.value is smaller than 0.05 ( $0.000 < 0.05$ ). So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was any significant differences students listening skill taught using audiobook and taught without using audiobook at eighth grade students' of MTs. Al-Huda Bandung.

#### **D. Hypothesis Testing**

From the data analysis it could be identify that:



- a. If sig.value  $<0.05$ , the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. It means that there was significant different score of listening skill to eighth grade students at MTs. Al-Huda Bandung taught and taught without by using Audiobook.
- b. If sig.value  $>0.05$ , the null hypothesis ( $H_0$ ) is accepted, while the alternative hypothesis ( $H_a$ ) is rejected. It means that there was no significant different score of listening skill to eighth grade students at MTs. Al-Huda Bandung taught and taught without by using Audiobook.

The total score of test listening narrative text of 33 students from control class (without using Audiobook) for pretest was 65 and posttest was 67.27. The gain of the mean score of control class between pretest and posttest was 2.27. The total score of 33 students from experimental class (using Audiobook) for pretest was 66.06 and posttest was 77.88. The gain of the mean score of experimental class between pretest and posttest was 11.82. It means that the students' listening score by using Audiobook is improved.

Based on the table 4.17 above, the result of t test there is significant difference from the score gain (gain) of the students' of the experimental group ( $M=11.82$ ,  $SD=8.91$ ,  $T=-3.709$ ,  $P=0.000$ ) and of control group ( $M=2.27$ ,  $SD=11.79$ ,  $T=-3.709$ ,  $P=0.000$ ). Significant level is 0.05. It means  $H_0$  is rejected and  $H_a$  is accepted, because significant value is smaller than significant level

( $0.000 < 0.05$ ). Thus, it could be concluded that using Audiobook was effective on the students' listening skill.

## **E. Discussion**

To investigate the effective of Audiobook on students' listening skill in Mts. Al-Huda Bandung, the researcher got the data by the listening test pretest and posttest from control class and experimental class. Then, the researcher analyzed the data by using *Independent Sample Test* in IBM Statistics 16. The analyzed of data get the result that scores of posttest from experimental class is bigger than posttest from control class.

The output data of *Independent Samples Test* it was found that the result of t test there is significant difference from the score gain (gain) of the students' of the experimental group ( $M=11.82$ ,  $SD=8.91$ ,  $T=-3.709$ ,  $P=0.000$ ) and of control group ( $M=2.27$ ,  $SD=11.79$ ,  $T=-3.709$ ,  $P=0.000$ ). Significant level is 0.05. It means  $H_0$  is rejected and  $H_a$  is accepted, because significant value is smaller than significant level ( $0.000 < 0.05$ ). Thus, it could be concluded that using Audiobook was effective on the students' listening skill. Based on computation, it can be concluded that there was significant differences on the students' listening skill between taught using Audiobook and taught without using Audiobook at eighth grade students' of MTs. Al-Huda Bandung.

Furthermore, the normality test was known that the significance value was 0.063 higher than 0.05. It means that  $H_0$  is accepted and  $H_a$  is rejected. So, it can be interpreted that both of data (control and experimental) are in normal

distribution. And the homogeneity was known that the sig/p value was 0.630 higher than 0.05 means  $H_o$  is rejected and  $H_a$  is accepted. So, it can be interpreted that the data is homogeneity.

The total score of test listening narrative text of 33 students from control class (without using Audiobook) for pretest was 65 and posttest was 67.27. The gain of the mean score of control class between pretest and posttest was 2.27. The total score of 33 students from experimental class (using Audiobook) for pretest was 66.06 and posttest was 77.88. The gain of the mean score of experimental class between pretest and posttest was 11.82. It means that the students' listening score by using Audiobook is improved.

Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of media like Audiobook. One advantages of using Audiobook is that students can develop understanding of correct pronunciation of English. Besides, another advantage of using Audiobook is enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading. It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker. And also students can get audiobook easily they can get it on the internet on MP3 player forms, CD etc. Using Audiobook in learning was likely to be more interesting, showed by the result of pretest and posttest in experimental class.

From the previous study about Audiobook, the first study compare between audiobook and video in listening comprehension. The result of the study revealed there is significant increasing score in students' listening comprehension, but the video more effective than audiobook. The researcher used quantitative method, using the static-group comparison design (Gita, 2017). The second study, the researcher found that audiobook was successful in enhancing the students' performance in listening comprehension. The researcher used quantitative method, using pre experimental design (Fajry, 2016).

Based on the explanation above, it is clear that implementing audiobook can enhance students' listening skill. The researcher found that the common difficulty faced by students who were lack of practicing listening skill was less of vocabulary mastery and the speed of speaker was too fast. But it could be helped by the audiobook. In line with previous finding research, audiobook may be slowed down when the students feel that content is delivered too fast (Antonaccy et al. 2015).

Finally, it was proven that using audiobook as media in listening could stimulate students' skill better. Audiobook was effective on students' listening skill.