

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter gives the result and discussion about the research with the data that have been gathered by conducting research in SMA GEMA 45 SURABAYA. This chapter aims to answer the research questions that have been mentioned in the first chapter. There are result, data analysis and discussion.

4.1. Finding

In this chapter, the researcher analyzes the result of quantitative data that has been collected. The researcher uses one class of tenth grade that is tenth MIA, this class is as experimental class. The treatment that has been given aimed to increase students' speaking performance. Here the researcher analyzes quantitative data. The result serves as table which shows the percentage of students' achievement.

The processes of the research have done for about one month from 17th May – 19th June 2017. Before starting the lesson, the researcher gave the pretest and after that gave the treatment, and then the last was the posttest to the students. Those three steps which given to the students were conducted at the different time. The quantitative data was gained from pretest and posttest score. To count the quantitative data, the researcher used Excel 2010 and SPSS Verse 20, 0. The result of quantitative data showed that using Vlog as the media for speaking is effective in increasing students' speaking performance from computation the score by using formula that has been explained below:

4.1.1. The Pretest Score

The researcher inputs the list of students with the pretest score from two raters which were taken in tenth grade of MIA in SMAGEMMA 45 Surabaya. The score as can see in the table bellows:

Table 4.1 Pretest Score of Experimental Class of Both Rater

No	Passing Grade	Score of Pretest	
		1st Rater	2nd Rater
1	75	71	54
2	75	59	33
3	75	80	59
4	75	67	63
5	75	63	42
6	75	63	42
7	75	54	50
8	75	79	83
9	75	38	25
10	75	75	54
11	75	63	54
12	75	71	71
13	75	75	58
14	75	79	54
15	75	63	54
16	75	83	63
17	75	54	33
Average		66	52

From the table above showed that pretest was given to the students before researcher explain about the material. The researcher got the real result after computing the pretest score. Based on the table above, the result showed that the minimum score of pretest from first rater was 38 and the maximum score was 83. While, the minimum score from second rater was 25 and the maximum score was 83. Whereas the target score that must be reach were 100.

4.1.2. The Posttest Score of Experimental Class

After doing the teaching learning process of this class, the students were given the posttest to measure the students' improvement. In this table below showed the posttest score from two raters which taken in tenth MIA of SMA GEMA 45 Surabaya.

Table 4.2 Posttest Score of experimental Class

No	Passing Grade	Score	
		1 st Rater	2 nd Rater
1	75	63	54
2	75	88	92
3	75	63	38
4	75	71	67
5	75	79	79
6	75	75	67
7	75	75	71
8	75	88	92
9	75	38	25
10	75	79	67
11	75	71	83
12	75	71	79
13	75	83	71
14	75	83	88
15	75	67	75
16	75	92	67
17	75	58	29
Average		73	67

Table 3 showed that posttest was given to the students after the researcher explain the material. After computing the posttest score, the researcher gain the minimum and maximum score of the students. The minimum score of first rater was 38 and the maximum score is 92, while the minimum score of second rater is 25 and the maximum is 92. The score result above is from pretest and posttest that were given to the students in experimental class before and after giving the explanation about Vlog. The scores are indicate the minimum and maximum both pretest and posttest.

4.1.3. The Percentage of Students' Score Improvement of Passing Grade

Then, the researcher will discuss about the percentage of pretest and posttest score. The data are shown below:

Table 4.3 The Numbers of Students Exceeding of Passing Grade in Pretest and Posttest

(First Rater)

Passing Grade	Students of experimental class		Percentage of test	
	Pre-test	Post-test	Pre-test	Post-test
Complete (Grade ≥ 75)	6	9	35%	52%

Based on the percentage in table 4, it indicates the result of comparison of pretest and posttest of the students who exceed the passing grade of pretest 35% and posttest 52% so the increasing is 17%.

Table 4.4 The Numbers of Students Exceeding of Passing Grade in Pretest and Posttest

(Second Rater)

Passing Grade	Students of experimental class		Percentage of test	
	Pre-test	Post-test	Pre-test	Post-test
Complete (Grade ≥ 75)	1	7	5%	42%

Based on the percentage in table 5, it indicates the result of comparison of pretest and posttest of the students who exceed the passing grade of pretest 5% and posttest 42% so the increasing is 37%.

Table 4.5 The comparison percentage of post-test for rater 1 and rater 2

Passing Grade	Both of rater		Percentage of test	
	Rater 1	Rater 2	Rater 1	Rater 2
Complete (Grade ≥ 70)	9	7	52%	42%

Based on the percentage in table 6, the result of the comparison of post-test indicates that the students' percentage which exceed the passing grade of rater 1 is 52% and rater 2 is 42% so the comparison of both raters is 10%.

4.1.4. Test of Reliability

4.1.4.1. Test of Reliability of Both Raters (Pretest)

Test of reliability is to measure whether the test that given to the students reliable or not. To know the result of reliability, it will support by criteria of reliability. The criteria are as follow:

Table 4.6 The Criteria of Reliability of the Test with the Description

Criteria	Description
$0.80 < r$	The reliability is very high
$0.60 \leq r \leq 0.80$	The reliability is strong
$0.40 \leq r \leq 0.60$	The reliability is moderate
$0.20 \leq r \leq 0.40$	The reliability is low
$r < 0.20$	The reliability is very low

Table 4.7 The Result of Computing Reliability of Pretest

Reliability Statistics	
Cronbach's Alpha	N of Items
.845	2

	Rater- 1 (X)	Rater- 2 (Y)
Mean	66	52
Standard Deviation	11.7	14.3
Reliability	0.845	
Explanation	Very High	

Based on the table above, can describe that mean of pretest from rater- 1 is 66, while rater- 2 is 52. They standard deviation of rater- 1 is 11.7 and rater- 2 is 14.3. Then, the result of reliability is $0.845 > 0.80$. So, the reliability of pretest can mentioned that it is very high.

Table 4.8 The Result of Computing Reliability of Posttest

Reliability Statistics	
Cronbach's Alpha	N of Items
.864	2

	Rater- 1 (X)	Rater- 2 (Y)
Mean	73	67
Standard Deviation	13.2	20.1
Reliability	0.864	
Explanation	Very High	

Based on the table above, can describe that mean of pretest from rater- 1 is 73, while rater- 2 is 67. They standard deviation of rater- 1 is 13.2 and rater- 2 is 20.1. Then, the result of reliability is $0.864 > 0.80$. So, the reliability of pretest can mentioned that it is very high. Therefore, the reliability of the instruments are reliable because the result of reliability is consistent on very high criteria.

4.1.5. T- Paired Test

The researcher measures the effect of Vlog toward students' speaking performance by using T- Paired Test with software SPPSS 20.00. The hypothesis is as bellow:

H0: If the *tcount* is lower than *ttable*, it means that there is no improvement score between pretest and post test of Vlog uses toward students' speaking performance (the score of pretest and post test is same).

H1: If the *tcount* is lower than *ttable*, it means that there is improvement score between pretest and post test of Vlog uses toward students' speaking performance.

The data of both pre test and post test of experimental class calculated in T- Paired Test by using SPSS 20.0 software to know the significant between score of pretest and post test. The result can be seen bellow:

Table 4.9 Paired Sample Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	post-pre	17.89216	14.18846	3.44121	10.59713	25.18719	5.199	16	.000

From the calculation above shown that t count is 5.199 which compared with t table of significant level 5 % and df is 16. It means that t count is higher than t table (5,119>0,497). If the t count is higher than t table, means that there is significant difference between students' speaking performance by using Vlog as the media and students' speaking performance without Vlog as the media. The p-value of both score is 0.000. So, the p value of both class is lower than alpha (0.000<0.05), it can call the H₀ is rejected and H₁ is accepted. Therefore, Vlog is effective to increasing students' speaking performance.

4.2. Discussion

Firstly, the researcher explains about the implementation of the treatment (Vlog). The treatment was conducted once. In the treatment, the researcher explained to students about Vlog as the media for speaking, because the students only know that Vlog was as media for sharing daily life. Then, explained about the topic that the students used for their speaking (recount speaking), showed the chart, informed the function of the chart (to organize their speaking), and explained how to fill the chart. The students tried to fill the chart that has been explained before. The researcher informed what aspects were assessed on their Vlog, and asked students to make a Vlog and the researcher gave a week for doing the task.

In this phase the researcher answers the research question "is using Vlog effective in increase student's speaking performance?" by description. The result

of the research question has been answered and served through some tables. From the finding above, the result indicated that using Vlog increased students' speaking performance. The increasing of students' speaking performance supported by some things and also supported by some theories. First was about teaching speaking, teaching speaking is important in learning English, because the goals of learning language is ability to use the language for communication in oral way. In teaching speaking there is theory from one of linguist that is Eric Lenneberg with his theory namely Critical Period, the theory explained that if someone learn something passed the critical age it will difficult to accept the lesson. From the explanation about teaching speaking the researcher connected with other theory to support the result of increasing students' speaking performance.

Second was about successful speaking and creativity in language use. There were some characteristics of successful speaking, they were learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. From those characteristics the students speaking actively in learning process. If it connected with Eric Leneberg's theory which stated that someone will get the difficult to learn something when they are passed the critical age, the characteristics of successful speaking can assist someone who passed the critical age to learn about English (speaking). Although they already passed their critical age, they are able to learn something (in this case is speaking English), they have to follow the criteria of successful speaking that have been mentioned, at least they will become easier to learn how to speaking English. Next was about creativity in language use. The students tried to use language creatively, the creativity here was how to use language from the thought and produce it into the utterances and make the sounds of that. Next, the researcher related teaching speaking characteristics of successful speaking and creativity in language use. The goals of teaching speaking reached when the characteristics of successful speaking were done by the students and also they were able to organized their thought and produced the language into the utterances and able to used the language communicatively.

The next theory was about teaching speaking using Vlog. Teaching speaking using Vlog was the main concept of this research. In this theory the researcher is as facilitator for students. The researcher asked to students to make the speaking task on Vlog. Teaching speaking using Vlog had relation with the theories that has been discussed before. The relation was, the students achieved the goals of learning speaking English through speaking on Vlog, and during the process of doing the task they did the characteristics of successful speaking and also the creativity in language use.

All of the theories above can relate with the improvement of students' speaking performance. The result of this research was, Vlog is effective to increase students' speaking performance. The researcher tried to connect the theories and the result. The reasons of students improvement was, during they were did the task they were applied all of the theories that have been discuss before. They felt enjoy speaking on Vlog, because Vlog is new phenomenon and it had infatuated by Indonesian people not to mentioned the students. So, Vlog was close with their daily life, not difficult to make a vlog for them. They just to organized what they will speak on Vlog it means they were did the creativity in language use, and they had to talk a lot, they had high motivation to do the task because they were interested with the lesson, they tried to speak in target language fluency and they had the same chance to performed their speaking on Vlog. The researcher concludes that speaking using Vlog was increased students' speaking performance, because trough the Vlog the students used to speak in target language enjoyable.