CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the research finding and discussions about the effectiveness of YouTube as a media to teach listening on factual report in SMA Muhammadiyah 10 Surabaya. This chapter aimed to answer the research questions in chapter one. This chapter is divided into three part of the finding, they are: the improvement of students' listening skill, class observation, and students' response toward the used of YouTube. This chapter was conducted in XI mis-2 with experimental research where the researcher acted as the instructor and was helped by an observer.

4.1 Finding of the Research

The result of this study was obtained from the analysis of questionnaire, observation sheet and test. Related to the research question in this study, there are some techniques to answer the research question. There are: firstly, to know students' activity during listening on factual report using YouTube, this question was answered by using the result of the students' observation. Secondly, to get the data about the effectiveness of YouTube for teaching listening, it can be seen from the result of the test to know how far the improvement of students' skill. Thirdly, questionnaire was applied to measured students' response after using YouTube and it aimed to answer the research question.

Material and lesson plan were prepared before starting to teach in the class. Firstly, before conducting pretest, try out was given to another class, XI mia-1 to know whether each number of the questions is appropriate as testing on pretest and posttest or not.

4.1.1 The Improvement of Students' Listening Skill

Students' listening skill improvement was measured through pretest and posttest score. After doing pretest and posttest, the result from the tests was used to know the difference between them. Before conducted the pretest and posttest, the test should be validated by the expert of listening. After getting the result of pretest and posttest, the normality was checked before measuring the differences between paired sample test, the calculation on this research used SPSS 17.

a. Validity

The test was validated by the expert of listening, that is Miss Shofi Yunianti, S.S., M.Pd. because she is lecturer of listening subject. Before the test was conducted, the questions were prepared by the researcher. There were 25 questions in the instrument of the test that consists of 10 questions were correct incorrect the words, 5 questions were true or false, then 10 questions were completing sentence. There were 2 questions that were found not valid because many students were wrong in doing it, and the questions had been replaced.

b. Normality

The normality test was measured by using SPSS 17 with hypothesis formulate as bellow:

H1 (Sig. *P-Value* >α): the data is normality distribution.

H0 (Sig. *P-Value* <α): the data is not normality distribution.

The researcher used normality calculation to know whether the data in normal distribution or not. In this finding result the researcher used the formula of One-Sample Kolmogorov-Smirnov method, and the calculation can be seen in the the next page.

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Table 4.1 The Result of Kolmogorov Smirnov

		Pretest	Posttest
N		24	24
Normal Parameters[a,b]	Mean	53.8333	81.1667
	Std. Deviation	10.80928	9.17305
Most Extreme Differences	Absolute	.192	.205
	Positive	.192	.129
	Negative	-.118	-.205
Kolmogorov-Smirnov Z		.942	1.002
Asymp. Sig. (2-tailed)		.337	.267

a. Test distribution is Normal.

b. Calculated from data.

The sample in this research were 24 students. The mean of pretest is 53.8 while mean of posttest got 81.1. for standard deviation in pretest is 10.8 but the standard deviation in posttest is 9.17. The difference absolute from pretest and posttest is 0.13. So that the positive in pretest is 0.192 and the positive in posttest is 0.129. than the negative in pretest is -.118 while negative in posttest is -0.205, it can be seen that Kolmogorov-Smirnov Z in pretest is 0.942 while in posttest got 1.002 it can be concluded that the result of Kolmogorov-Smirnov of XI mia-2 class is significant normality distribution. The Sig. (2-tailed) of pretest is P-value $>\alpha$ (0,337>0,05) means that the data got the normality of distribution and the students understand with questions of the test. Whereas, Sig. (2-tailed) of posttest is P-value $>\alpha$ (0,267> 0,05) means that the data got the normality of distribution too. So, H_1 accepted and the data was in normality.

c. The pretest and posttest Score

In this study discussed about student scores of the differences in pretest and posttest. All the data were collected during conducted pretest and posttest. The data of students pretest and posttest can be seen in the table below:
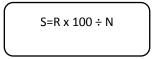
Table 4.2 pretest and posttest XI mia-2 class

No	Passing Grade	Score	
		Pretest	Posttest
1	80	72	96
2	80	48	76
3	80	56	84
4	80	52	80
5	80	64	84
6	80	60	80
7	80	76	84
8	80	48	84
9	80	44	72
10	80	52	68
11	80	48	88
12	80	64	76
13	80	36	68
14	80	64	84
15	80	64	92
16	80	72	96
17	80	44	64
18	80	52	92
19	80	40	64
20	80	48	84
21	80	44	76
22	80	48	84

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23	80	52	88
24	80	44	84
Average Score		53.83	81.16

From the table above, it can be seen that the students pretest and posttest score was different there is an improvement in the posttest scores which pretest are 53.83 and posttest are 81.16 from 24 students. From the pretest, it shows that the minimum score is 36 and the maximum score is 76. While in posttest the minimum score is 64 and the maximum score is 96. So, it can be concluded that the score of this class in pretest to posttest increases.

In scoring the listening achievement of the students, it based on the literal and interpreted comprehension. In scoring the test, this research used score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = R \times 100 \div N$$

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

Table 4.3 The Finding of Percentage Improvement Student's Listening Score

Passing grade	Percentage			
Complete >80	Pretest	Posttest	Pretest	Posttest
	0	16	0%	67%

The passing grade score that has been confirmed by SMA Muhammadiyah 10 Surabaya is 80. It can be seen in table 4.3 there are no students reach 80 score in pretest, but after doing the treatment which is teaching listening using YouTube, the

listening score increases, although not all off the students get the passing grade score. In the posttest, the lowest score is 64 while the highest score is 96 from 24 students. The students who get passing grade score are 16 students or 67% while 8 students or 33% are in under passing grade score, so it can be seen that more than half of class get the passing grade score.

e. T-test

    T test is used to test whether there are the differences or not of the students' learning result after given pretest and posttest:

Hypothesis:

H_0: Both of the average pretest and posttest values are the same (pretest and posttest values are unchanged)

H_1: Both of the average pretest and posttest values are not the same (pretest and posttest values are not the same or there is a difference)

Based on the calculation results using SPSS 17 obtained the output of the t test as follows:

Table 4.4 The Result of T test on XI mia-2 class

| | Paired Differences | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df
pretest – posttest	-27.33333	8.87922	1.81246	-31.08270	-23.58397	-15.081	23

From the table above, t count value is amount of -15.081 with sig 0,000 because sig <0,05. So it can be concluded that H_0 is rejected and H_1 is accepted, it means that the average of pretest and posttest are different, there is significant

comparison of pretest and posttest. Therefore, the exercise or learning affects the value of posttest.

The conclusion that H_0 is rejected and H_1 is accepted. It means that between pretest and posttest there is an improvement. At the output of the mean difference -27.33333 is the difference of pretest and posttest average.

4.1.2 Class Observation

Observation phase means monitoring the students' activity and the teacher when implementing YouTube in listening activity in the classroom which gained from observation list and field notes by an observer during learning process. According to the result of the observation checklist, it can be described as below: during the teaching and learning process the students seemed enthusiastic and active to follow the learning process, they felt happy because they learned with new media that they like, during teaching and learning process some of the students were noisy when the teacher explained about factual report. After that the YouTube video was played by the teacher while students paid attention and seemed curious with the YouTube video that would be played. Before the YouTube video played, the teacher asked to some students about factual report, there were some students answered the questions and some of the students were shy and silent. After the teacher gave the questions orally than she gave the task to the students in order to make the students answer the question in written. However, they confused about the task that what they were going to do, then the question task was explained more clearly to the students.

When the teacher showed for the second time a YouTube video about crocodile, she asked the students to listen and rewrite the information from the YouTube video which described about weight, what the crocodile eats, the classified and etc. using their own words, the students paid more attention to the YouTube video that was playing. At the same time, students paid attention to do their own tasks. After all the student finished their own task and collected their task, the teacher ask about the contain of the video YouTube, the students seemed active to answer the

questions. Then gave some question orally related to the YouTube Video and gathered the answer from them and discuss together, the activity was run noisy enough because many students were asking the right answer and corrected the answer by the teacher.

4.1.3 Students' Response Toward the Used of YouTube

After the learning process using YouTube as the media to teach listening on factual report, all the students were asked by the researcher to fill out a questionnaire of student responses to know the interest of students on learning listening using YouTube that has been implemented. The result of student response as follows:

Table 4.5 The Result of Students Respond

Question	Responses			
	YES	Percentage	NO	Percentage
1	23	95.83%	1	4.17%
2	23	95.83%	1	4.17%
3	24	100%	0	0%
4	23	95.83%	1	4.17%
5	23	95.83%	1	4.17%
6	24	100%	0	0%
7	23	95.83%	1	4.17%
8	23	95.83%	1	4.17%
9	22	91.66%	2	8.34%
10	24	100%	0	0%

From the table above, it is shown that as many as 95.83% students like teaching listening using YouTube and 4.17% dislike, while 95.83% students feel comfort using YouTube in learning listening in the classroom and 4.17% uncomfort. So, 100% or all the students agree that using YouTube helps them to understand the

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material because it was fun learning media. Furthermore, there is 95.83% students who feel that their listening skill increase, and 4.17% students feel their listening skill does not changed. Then 95.83% the students have increased of their vocabulary however 4.17% student have no increase. Meanwhile, 100% the students like the way to understand the material using YouTube, because the students like to play and learn with fun media. Additionally, there were 95.83% student who enjoy if factual report is delivered in listening aspect even tough 4.17% students do not enjoy. And it can be seen that 95.83% of the students there were no problem with the YouTube access accept a student or 4.17% the students who had a problem with the YouTube access. Next 91.66% of the students were motivated if learning listening use YouTube. And all the students or 100% of students agree that YouTube was implemented in the classroom.

4.2 Discussion

This research obtained to discuss the diagnostic test which was modified by TOEFL test and it consist of 35 multiple choice questions, this test is to classified into three group levels, there are, four students or 16.67% were in the high group level, sixteen students or 66.67% were in the middle group level, and four students or 16.67% were in the low group level. The high value in the pretest is seventy two, there were no students in that group level got passing grade score, while in the result of students' posttest was improved, it was found that the students in the high-level group 100% or 4 students reached the passing grade. Meanwhile, the students in the low-level group only 10 students or as many as 62.5% reached the passing grade and 6 students or 37.5% not reached the passing grade. The students in the low-level group only 2 or 50% students reached the passing grade and 2 other students not reached the passing grade in the post-test. From the result of the posttest seen that there were several students who in the middle group level not reached the passing grade, and there were several students who in the low-level was reached

Moreover it because of a few students seemed made a noisy and did not paid attention to the teacher explanation about the task. In general, the students enthusiastic and active, but a few students did were not pay attention, so they less to listen when the teacher played the listening about factual report used YouTube.

Related to the result of questionnaires, it showed that the students' opinion about the use of YouTube to teach listening on factual report were good because it is as a good way to improve their listening skill and they are more active to learn English. A lot of students agree that YouTube was fun media to learn listening, they easy to learn listening because it shows the image and audio. It makes students more active and enthusiasm in learning English. There were many respondents preferring that YouTube implemented to teach in the classroom because it fun and interested media, many students more understand the information and quickly got the contain of the topic which is taught by using YouTube. Therefore, the researcher had seen the effectiveness of YouTube as media to teach listening on factual report.