

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented two items, the finding of research and the discussion of the research. In finding item, the researcher showed all of the data which were collected during in the research. While in the discussion item, the researcher analysed all the data in finding item.

4.1 Finding

The finding of this research deals with calculation of the analysis of data and hypothesis testing of research finding. The finding was described as follows:

4.1.1 Data Analysis

This purpose of this research is to know the effectiveness of using project based learning through video vlog to improve speaking skill in descriptive text at the tenth grade students of SMAN 1 Pecangaan. The researcher collected the data from students' pre-test and post-test. The data was described into two points as the data experimental group and control group. X IPA 4 consisted of 36 students as an experimental group that treated by using project based learning through video vlog and X IPA 3 which consist of 36 students as control group which treated without video vlog.

The researcher used descriptive text as learning materials. Furthermore, test scores of students were compared using statistically by SPSS 20.0 in order to determine the effectiveness of project based learning through video vlog to improve speaking skill in descriptive text.

4.1.1.1 Result of Pre-test Experimental and Control Group

The researcher conducted pre-test in the first meeting. The pre-test was given to experimental and control group. It was given on 22th July 2019. The purpose of pre-test is to know the students' speaking skill in descriptive text. After the pre-test, the researcher implemented the treatment for two meetings, and in the last meeting, the researcher conducted post-test in both of group, experimental and control group.

1. Normality for Pre-test Score

Table 4.1 Normality for Pre-test Score of Experimental and Control Group

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.99651294
Most Extreme Differences	Absolute	.138
	Positive	.114
	Negative	-.138
Test Statistic		.138
Asymp. Sig. (2-tailed)		.079 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the table 4.1 of one-sample Kolmogorov-Smirnov test above, it could be seen that the data distribution was normal. The probability or significant score was 0,079 higher than 0,05 ($0,079 > 0,05$). It meant that the normality for pre-test score of experimental and control group were distributed normal.

2. Homogeneity for Pre-test Score

Table 4.2 Homogeneity for Pre-test Score Experimental and Control Group

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pretest Score	Based on Mean	1.633	1	70	.205
	Based on Median	1.638	1	70	.205
	Based on Median and with adjusted df	1.638	1	69.259	.205
	Based on trimmed mean	1.584	1	70	.212

Based on the table 4.2 test of homogeneity of variance above, it could be seen that the data was homogeny. The significant score was 0,205 higher than 0,05 ($0,205 > 0,05$). Then, based on the table of homogeneity variance above, it could be concluded that the probability score or significantly was 0,205 higher than 0,05 ($0,205 > 0,05$) and it could be said that the data was homogeneity.

3. The Pre-test Score

In this part, the researcher showed the data of pre-test score of experimental and control group. Both of group, there were 36 students. The pre-test was given to experimental and control group before giving the material of descriptive text. It given on 22th July 2020, but in different time. The table 4.3 shows the score of post-test in experimental and control group.

Table 4.3 The Pre-test Score of Experimental and Control Group

No	Code	Pre-test Result	Code	Post-test Result
1	E-01	76	C-01	60
2	E-02	70	C-02	72
3	E-03	70	C-03	60
4	E-04	72	C-04	56

5	E-05	64	C-05	68
6	E-06	72	C-06	68
7	E-07	68	C-07	52
8	E-08	64	C-08	64
9	E-09	76	C-09	60
10	E-10	58	C-10	64
11	E-11	72	C-11	60
12	E-12	80	C-12	58
13	E-13	64	C-13	64
14	E-14	72	C-14	72
15	E-15	72	C-15	64
16	E-16	76	C-16	54
17	E-17	72	C-17	58
18	E-18	76	C-18	64
19	E-19	58	C-19	60
20	E-20	72	C-20	56
21	E-21	60	C-21	68
22	E-22	84	C-22	72
23	E-23	64	C-23	76
24	E-24	68	C-24	80
25	E-25	72	C-25	72
26	E-26	76	C-26	72
27	E-27	76	C-27	56
28	E-28	64	C-28	60
29	E-29	72	C-29	72
30	E-30	60	C-30	76
31	E-31	72	C-31	68
32	E-32	72	C-32	72
33	E-33	72	C-33	56
34	E-34	76	C-34	64
35	E-35	68	C-35	72

36	E-36	64	C-36	64
	Σ	2524	Σ	2334
	Mean	70,11	Mean	64,83

The table 4.3 showed the students' pre-test scores of the experimental and control group. Both of the experimental and control group had different scores. In the experimental group, the lowest score was 58 and the highest score was 80. While in the control group, the lowest score was 54 and the highest score was 80. The mean score of experimental group was 70,11 and the mean score of control group was 64,83.

4. T-test score for Pre-test Score

The researcher analysed the data using t-test Formula in SPSS Statistic. This technique was useful to prove statistically whether there was any significant different between students' speaking skill in both experimental and control group.

Table 4.4 T-test score for Pre-test Score of Experimental and Control Group

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pretest Score	Kelas A	36	70.1111	6.12152	1.02025
	Kelas B	36	64.8333	7.09728	1.18288

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
Pretest Score	Equal variances assumed	1.633	.205	3.379	70	.001	5.27778	1.56209	2.16229	8.39327
	Equal variances not assumed			3.379	68.523	.001	5.27778	1.56209	2.16111	8.39445

In the independent sample test table above described about the value of this research. The result of t-value in this research was 3.379. Furthermore, the t-value was compared to the t-table to know whether project based learning through video vlog the students can improve their speaking skill or not. The t-table was taken from the requirement of t-table to analyse the data. The t-table of 0,05 as the significant level was 1,994 with 70 the degree of freedom (df). The degree of freedom was gotten from $((n_1 + n_2) - 2)$. Then, it could be stated that t-value (3,379) of pre > t-table (1,994). It could be concluded that there was significant between experimental and control group in improving the students' speaking skill at the tenth grades of SMAN 01 Pecangaan.

4.1.1.2 Result of Post-test Experimental and Control Group

The researcher conducted post-test in the last meeting. The post-test was given to experimental and control group. It was given on 5th August 2019, but in different time. The purpose of post-test is to know the students' improvement in speaking skill of descriptive text.

1. Normality for Post-test Score

Table 4.5 Normality for Post-test of Experimental and Control Group

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.58076648
Most Extreme Differences	Absolute	.114
	Positive	.091
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table 4.5 of one-sample Kolmogorof-Smirnov test above, it could be seen that the data distribution was normal. The probability or significant score was 0,200 higher than 0,05 ($0,200 > 0,05$). It meant that the normality for post-test score of experimental and control group were distributed normal.

2. Homogeneity for Post-test Score

Table 4.6 Homogeneity for Post-test of Experimental and Control Group

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Posttest	Based on Mean	.494	1	70	.485
	Based on Median	.442	1	70	.508
	Based on Median and with adjusted df	.442	1	70.000	.508
	Based on trimmed mean	.448	1	70	.506

Based on the table 4.6 test of homogeneity of variance above, it could be seen that the data was homogeny. The significant score was 0,485 higher than 0,05 ($0,485 > 0,05$). Then, based on the table of homogeneity variance above, it could be concluded that the probability score or significantly was 0,485 higher than 0,05 ($0,485 > 0,05$) and it could be said that the data was homogeneity.

3. The Post-test Score

In this part, the researcher showed the data of post-test score of experimental and control group. Both of group, there were 36 students. The post test was given to experimental and control group after giving the material about descriptive text. It was given on 5th August 2019, but in different time. The table 4.7 shows the score of post-test in experimental and control group.

Table 4.7 Post-test Score for Experimental and Control Group

No	Code	Post-test Experimental	Code	Post-test Control
1	E-01	80	C-01	72
2	E-02	76	C-02	80
3	E-03	72	C-03	76
4	E-04	84	C-04	64
5	E-05	72	C-05	72
6	E-06	76	C-06	76
7	E-07	76	C-07	68
8	E-08	72	C-08	72
9	E-09	80	C-09	72
10	E-10	68	C-10	76
11	E-11	72	C-11	68
12	E-12	88	C-12	72
13	E-13	72	C-13	72

14	E-14	80	C-14	76
15	E-15	76	C-15	72
16	E-16	84	C-16	68
17	E-17	76	C-17	76
18	E-18	84	C-18	72
19	E-19	72	C-19	64
20	E-20	80	C-20	68
21	E-21	68	C-21	72
22	E-22	88	C-22	76
23	E-23	72	C-23	80
24	E-24	80	C-24	84
25	E-25	76	C-25	80
26	E-26	80	C-26	76
27	E-27	80	C-27	64
28	E-28	72	C-28	72
29	E-29	80	C-29	76
30	E-30	72	C-30	76
31	E-31	78	C-31	72
32	E-32	76	C-32	76
33	E-33	80	C-33	68
34	E-34	76	C-34	72
35	E-35	72	C-35	76
36	E-36	76	C-36	72
	Σ	2766	Σ	2628
	Mean	76,83	Mean	73,00

Based on the table 4.7 the mean score of the post-test in experimental group was 76.83, and the mean score of the post-test in control group was 73.00. It can be concluded that the post-test score in experimental was the higher than in the control class.

4. T-test for Post-test Score

The researcher analysed the data using t-test Formula in SPSS Statistic. This technique was useful to prove statistically whether there was any significant different between students' speaking skill in both experimental and control group.

Table 4.8 T-test for Post-test of Experimental and Control Group

Group Statistics										
		Kelas	N	Mean	Std. Deviation	Std. Error Mean				
Hasil Posttest	A		36	76.8333	5.04551	.84092				
	B		36	73.0000	4.62292	.77049				

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
Hasil Posttest	Equal variances assumed	.494	.485	3.361	70	.001	3.83333	1.14052	1.55863	6.10804
	Equal variances not assumed			3.361	69.4	.001	3.83333	1.14052	1.55833	6.10834

In the independent sample test table 4.8 also described about the value of this research. The result of t-value in this research was 3.361. Furthermore, the t-value was compared to the t-table to know whether project based learning through video vlog the students can improve their speaking skill or not. The t-table of 0,05 as the significant level was 1,994 with 70 the degree of freedom (df). The degree of freedom was gotten from $((n1 + n2) - 2)$. Then, it could be stated that t-value (3,361) of post > t-table (1,994). It could be concluded that there was significant

between experimental and control group in improving the students' speaking skill at the tenth grades of SMAN 01 Pecangaan.

4.1.1.2 The Hypothesis Testing

This research is aimed to answer the problem statement of reseach, the reseacher found out the effectiveness of project based learning through video vlog to improve speaking skill in descriptive text at the tenth grade students of SMAN 1 Pecangaan. To prove the hypothesis, the data obtained in experimental and control group were calucated by using t-test SPSS. Based on the description of the data calculation, it shows that:

1. The t-value was 3.361
2. The degree of freedom (df) was 70, so the value of t-table was 1,994 in significance level of 0,05.
3. The project based learning through Video vlog could improve the speaking skill in descriptive text for the tenth grade students of SMAN 1 Pecangaan. It could be seen from the the mean score between pretest of experimenal and control group and post-test of experimental and control group. the result score showed that the post-test was higher than the pre-test score of each group.

From the data above showed that the result of post-test both experimental and control group was t-value (3.361) was higher than t-table (1.994). To conclude, the $t\text{-value} > t\text{-table}$ meant that H_0 (the Null hypothesis) was rejected and H_a (The Alternative hypothesis) was accepted. Futhermore, the stating was "Project Based Learnig through video vlog was effective to improve speaking skill in descriptive text at the tenth grade students of SMAN 1 Pecangaan".

4.2 Discussion

This research was intended to find out whether there was significant difference of the improvement in speaking skill between students who are taught by using project-based learning through video vlog and those who are not. Experimental group was taught by using Project-based Learning through video vlog, while the control group was taught by using Project-based Learning method. The experimental group was more active in learning process. In teaching learning process, the researcher used Project-based Learning method to teach the students and the last learning process, the researcher asked to the students to make descriptive text by using video vlog. The result of this research showed that the students score were higher after the treatment by using Project-based Learning through Video Vlog. The students in the experimental group showed their improvement in speaking skill, most of them got good score. The use of Project-based Learning through Video Vlog was effective in improving students speaking skill in descriptive text. In this research, the researcher used SPSS statistic 20.0 program to analyse the data. The researcher conducted analysis test that consist of normality test, homogeneity test and t-test. The normality test was used to test whether the distribution of research data consistent with the normal distribution. Besides testing the normal distribution of data, it was also necessary to test whether variance of data are homogeneous or not. The result of t-value of pre-test in experimental and control group was 3.379 with the degree of freedom 70 in the level significance (α) of 0,05, t-table was 1,994 and the t-value of post-test in experimental and control group was 3.361 with the degree of freedom 70 in the level significance (α) of 0,05, t-table was 1,994. It meant that t-value was higher than t-

table in pre-test and post-test of experimental group and control group. So, the H_0 (Null hypothesis) was rejected and H_a (alternative hypothesis) was accepted which was there was significant improvement in students' speaking skill in descriptive text at tenth grade students of SMA N 1 Pecangaan.

There were two discussion in this research, they were discussion of experimental and control group. In the discussion of experimental group, source of the data that become as experimental group was X-IPA4 class. In the experimental group, the researcher used Project Based Learning through Video Vlog as the method in teaching learning speaking skill especially in descriptive text. The class consist of 36 students, there are 9 boys and 27 girls. In this class, the researcher used video vlog as media in teaching learning to make a project. The researcher used three meeting of given treatments for the students. In the first meeting, the researcher introduced herself and introduce the technique that they used during the research. The second meeting the researcher explained about descriptive text and the researcher asked to students to find out a video vlog in Youtube. The third meeting or the last meeting, the researcher did the post-test. The students made a video vlog about descriptive text and uploaded in youtube. The researcher gave the link channel of Youtube, and asked students to submit the task there.

Based on the analysis of the students' skill, it was found that there was an improvement of students' speaking skill after getting the treatment, the students were active in the learning process, they were very interested and happy to join in learning process. There were improvement of speaking skill students in fluency after getting the treatment. The students could made a descriptive text with the correct grammar. Some of the students spoken with the correct pronunciation. The

experimental group was given treatment by using Project based learning method through Video Vlog in the teaching learning process. The data were obtained from students' achievement score of the post-test from students, the data showed that the lowest score was 68 and the highest score was 88. The mean was 76,83.

The finding that show students' speaking skill is very good. But there were still some mistakes that students had made like an error of pronunciation, grammar. But, it was something understood. Project Based Learning through Video Vlog is a good method to be applied in teaching speaking for senior high school students. This technique gives the students opportunity to explore their ideas and allows the students to develop their multiple skills. This technique gives students big opportunities to create their speaking skill as they want. It means the students have authority to do their project in their own way. The students will be very active, busy, and challenged to find information and give their own ideas to solve or finish the task given. It also encourages the students in their self confidence in delivering, performing, and presenting their product as the result of their project. It suitable with the Rochmawati statement (2015) Project-based learning increases the motivation of students. Teachers often note improvement in attendance, higher class participation, and greater willingness to do homework. When teachers successfully implement project-based learning, students can be highly motivated, feel actively involved in their own learning, and produce complex, high-quality work.

In the previous related study also stated that project based learning is more effective to teach students' speaking skill. The research from Kartikasari, (2018) entitled "The Implementation of Project Based Learning by Making Vlog in

Teaching Speaking of Recount Text for Junior High School”. They stated that teaching speaking by using project-based learning and video vlog gave significant effect to students’ speaking skill. But the differences with the previous related study, this researcher showed that project based learning through video vlog is more effective to teach students speaking skill than project based learning method.

Based on the result, it can be concluded that using Project Based Learning through Video Vlog is effective in teaching speaking of descriptive text at senior high school especially for the tenth grade of SMA N 1 Pecangaan. It could be seen in the treatment process, the students were more interested enthusiastic during teaching learning process, students be more active, happy, and enjoy in doing the task and got easy to understanding the material and also the assignment. It suitable with the statement of Fragoulis (2009:92), there are many benefits of implementing the Project Based Learning (PBL) technique in teaching speaking, PBL provides contextual and meaningful learning for students, can create an optimal environment for practicing speaking English, PBL makes students actively engage in project learning, PBL enhances students’ interests, motivation, engagement, and enjoyment, PBL promotes social learning that can enhance collaborative skills, PBL can give an optimal opportunity to improve students’ language skill.

Maulidah (2018) also finds out that, Vlog significantly can increase learners’ speaking ability. It can boost students’ encouragement by providing a fun and accessible learning process. Also, it promotes a good presentation in students’ speaking performance. They will be able to interact in an authentic environment to get a lot of exposure in speaking. Besides, students get a chance to build up their autonomous learning. Those several things bring students to enhance their progress

in speaking ability. So, it can be concluded that the use of project based learning method through video vlog gave significant effect to improve students' speaking skill in descriptive text for the tenth grade students of SMA N 1 Pecangaan in the academic year 2020/2021.

Meanwhile in the discussion of control group, source of data that become as control group was X-IPA3 that consist of 36 students, there are 12 boys and 33 girls. In the control group there was not a new treatment in teaching learning process. They were given a usual treatment. They were taught by using project based learning method. In the control group, the researcher did not gave treatment for the student, only gave pre-test and post-test during the learning process. In teaching learning process, the researcher give pre-test during gave the material. Then, the researcher gave the material about descriptive text. In the last of meeting, the researcher gave post-test for the students, they were made a descriptive text and present their work. In learning process made the students passive so that they cannot practice ESL for often. Student did not enjoy in the learning process, it made they were difficult to understand the material. The ideal condition of speaking class is hard to be achieved since the students do not actively talk and share their ideas in the class. It was proven with the results of the post test score of the control group's students. The mean score of post-test in control class is lower than the mean score of post test in experimental class. That is $73,00 < 76,83$. It can be concluded that project based learning through video vlog is more effective than project based learning method. From the computation above, we can see that the students' speaking for experimental group is better than control group.