

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents and discusses the statistical result based on the instruments that are used in conducting the research. The data is presented which are presentation of data, hypothesis testing and measurement of validity and reliability of the test.

#### A. Presentation of Data

In this section, the researcher wants to present some data based on the research instruments that were used to collect the data. The researcher used two instruments, test and documentation.

##### 1. The result of Test

The population of this research is the third students listening of IAIN Madura that consist of A and B classes listening as the sample of this research and the researcher took all of the sample because the sample is lack off

To get the result of the data the researcher spread the test that has prepared by researcher to all of students in the third students listening who are consist of A and B classes. The question of the test is consists 10 questions which the test in multiple choice form, where the student can choose which one the right answer among a, b, c, or d. The researcher gave score to each question, and the scoring of the answers as the research explain in the following the table bellow.

**Table 1**

**Scoring Criteria of Test**

<b>Scoring of The Score of Test</b>	<b>Score</b>
Right Answer	10

Wrong Answer	0
--------------	---

The population of this research contains of the third students of IAIN Madura that consist of 49 students, to make easy the researcher use sampling that is sampling jenuh which is technique when all the population is used as sample.

In concluding the research, the researcher give the test to the students in the third students that consist of A and B classes. There are two kind of the test that will be answered by students, the first is pre-test and the second is post-test. Pretest is a test will give before the students get the treatment. And posttest is a test given after the students get the treatment. The test is consist 10 questions which the test is multiple choice.

**Table 2****Pre-test of A and B Classes****Pre-test of A class**

<b>Name of Students</b>	<b>X<sub>1</sub></b>	<b>X<sub>2</sub></b>	<b>X<sub>3</sub></b>	<b>X<sub>4</sub></b>	<b>X<sub>5</sub></b>	<b>X<sub>6</sub></b>	<b>X<sub>7</sub></b>	<b>X<sub>8</sub></b>	<b>X<sub>9</sub></b>	<b>X<sub>10</sub></b>	<b>X<sub>total</sub></b>
Adinda Rian R.	10	10	10	10	10	0	10	0	10	10	80
Eka Yulia Wulandari	0	10	0	0	0	0	0	0	10	0	20
Ahmad Rudyani	0	10	0	0	0	0	0	0	0	0	10
Ahmad Zainullah	0	0	0	0	0	0	0	0	0	10	10
Ahmad Rifa'i	0	10	0	0	0	0	0	0	0	0	10
Abdul Hak Irwani	10	10	0	0	0	0	0	10	0	0	30
Ach. Syafie	0	10	0	0	0	10	0	10	0	10	40
Ani Huril Mawla	10	10	10	10	0	0	0	0	0	10	50
Dina Wardina	10	10	0	0	0	0	0	0	0	0	20
Amiqatin Fikriyah	0	10	10	10	0	0	0	0	0	0	30
Ach. Bukhori	10	10	0	0	0	10	0	0	0	10	40
Ira Febriana	10	10	0	0	10	0	0	0	0	0	30
Elisatul Fitriyah	0	10	0	0	0	0	0	0	0	0	10
Farhana Nabila	0	10	0	0	0	0	0	0	0	10	20
Chintia Afrila Nurandini	0	10	0	0	0	10	0	0	10	0	30
Dwi Putri Meilina	0	10	0	0	0	10	0	0	0	0	20
Darratul Fawaidah	0	10	0	10	0	0	0	0	0	0	20
Arindi Diyah Irafani	0	10	0	0	10	0	10	0	0	10	40
Aisyah Nabila	0	10	0	0	0	0	0	0	0	10	20
Arin Dia Kinanti	0	10	0	10	0	0	10	10	10	10	60

Eka Maulidya Putri	0	10	0	0	0	0	10	0	0	0	20
Ana Fitrotin	0	10	0	0	0	0	10	0	10	10	40

Based on the table above, the researcher concluded that the result of pre-test of A class have 2 score categories, namely the lowest score and the highest score. The lowest score is 10 score and the highest score is 80 score.

#### Pre-test of B Class

Name of Students	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	X <sub>7</sub>	X <sub>8</sub>	X <sub>9</sub>	X <sub>10</sub>	X <sub>total</sub>
Ach. Masduqi	0	10	0	0	10	0	10	0	10	0	40
Achmad Naufal Azimi	0	10	0	0	0	0	0	0	0	10	20
Ulfiya Dwi Dayana	0	10	0	0	0	10	0	0	0	0	20
Miftahul Jannah	0	10	10	0	0	10	10	10	10	0	60
Jihan Mahiva Hakim	0	10	0	0	0	10	10	10	0	0	40
Indri Aulia	0	10	0	0	0	0	0	10	0	10	30
Fitrotin Nisa'	10	10	0	0	0	10	0	0	10	0	40
Ghufran Wahyudi	10	10	0	0	0	0	0	0	0	0	20
Haririyatul Khinanah	0	10	0	0	0	0	0	10	0	10	30
Meri Rizqi Andani	0	10	0	0	0	0	0	0	0	0	10
Putri Maghfiroh	0	10	0	0	0	0	0	0	0	0	10
Hilya Nabila	0	10	0	0	0	0	0	0	0	10	20
Firdatul Anifah	0	10	0	0	0	10	0	0	0	0	20
Fitriyatul Munawaroh	0	10	0	10	0	0	0	0	10	0	30
Qonita Dewi Fakhisa B.	0	0	0	0	10	0	10	0	0	0	20
Istianah	0	10	0	0	0	0	10	0	0	0	20

Hafifatus Syafiah	0	10	0	0	0	10	0	0	0	10	30
Fahrur Rohman	10	10	10	10	10	0	10	10	10	10	90
Diel Ramanda Putra	0	0	10	10	0	10	0	10	0	0	40
Indi Damayati	0	10	0	0	0	0	0	0	0	10	20
Fitriyatil Nafsiyah	0	0	0	0	0	10	10	0	0	10	30
Fifin Safitri	0	10	0	10	0	0	10	10	10	10	60
Isda Amin Kaslili	0	10	0	0	0	0	0	0	0	0	10
Wilda Metalia	0	10	0	0	0	10	0	0	0	0	20
Fauzatul Hasanah	0	10	0	0	0	0	0	0	0	10	20
Fatriyah	0	10	0	0	0	0	0	0	0	10	20

Based on the table above, the researcher concluded that the result of pre-test of B class have 2 score categories, namely the lowest score and the highest score. The lowest score is 10 score and the highest score is 90 score.

**Table 3**  
**Post-test of A and B Classes**

**Post-test of A Class**

Name of Students	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	X <sub>7</sub>	X <sub>8</sub>	X <sub>9</sub>	X <sub>10</sub>	X <sub>total</sub>
Adinda Rian R.	10	10	10	10	10	0	10	10	10	10	90
Eka Yulia Wulandari	0	10	0	10	0	10	0	10	0	10	50
Ahmad Rudyani	0	10	0	0	0	10	10	0	10	0	30
Ahmad Zainullah	0	0	0	10	0	10	10	0	10	0	40
Ahmad Rifa'i	0	10	0	0	0	0	0	0	10	10	30
Abdul Hak Irwani	0	10	0	0	0	0	0	10	0	10	30

Ach. Syafie	0	10	0	10	10	10	10	0	0	0	50
Ani Huril Mawla	10	10	0	0	0	0	0	10	0	0	30
Dina Wardina	10	10	10	10	0	0	10	10	10	0	70
Amiqatin Fikriyah	10	10	0	0	0	0	0	0	10	10	40
Ach. Bukhori	10	0	0	0	0	10	10	0	10	0	40
Ira Febriana	0	10	0	0	0	0	0	0	0	10	20
Elisatul Fitriyah	10	10	0	0	0	10	0	0	0	0	30
Farhana Nabila	0	10	0	0	0	10	0	10	0	0	30
Chintia Afrila Nurandini	0	10	0	0	0	10	10	0	0	0	30
Dwi Putri Meilina	0	10	0	10	0	0	0	0	0	10	30
Darratul Fawaidah	0	10	0	0	0	0	10	10	10	10	50
Arindi Diah Irafani	10	10	10	0	10	10	0	10	0	10	70
Aisyah Nabila	10	10	0	0	10	0	10	10	10	10	70
Arin Dia Kinanti	0	10	0	0	0	0	0	10	10	10	40
Eka Maulidya Putri	10	10	10	0	10	0	0	10	0	0	50
Ana Fitrotin	0	10	10	0	0	10	10	0	0	10	50

Based on the table above, the researcher concluded that the result of post-test of A class have 2 score categories, namely the lowest score and the highest score. The lowest score is 20 score and the highest score is 90 score.

#### Post-test of B Class

Name of Students	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	X <sub>7</sub>	X <sub>8</sub>	X <sub>9</sub>	X <sub>10</sub>	X <sub>total</sub>
Ach. Masduqi	0	10	0	0	10	0	10	0	10	10	50
Achmad Naufal Azimi	0	10	0	0	0	0	0	10	0	10	30

Ulfa Dwi Dayana	0	10	0	0	10	10	0	10	0	10	50
Miftahul Jannah	0	10	10	10	0	0	10	10	10	0	60
Jihan Mahiva Hakim	0	10	0	10	0	10	10	10	0	0	50
Indri Aulia	0	10	0	10	0	0	0	10	0	10	40
Fitrotin Nisa'	10	10	0	0	10	10	0	0	10	10	60
Ghufran Wahyudi	10	10	0	10	0	0	10	0	0	10	50
Haririyatul Khinanah	0	10	0	0	10	10	0	10	10	10	60
Meri Rizqi Andani	0	10	0	0	0	10	0	10	0	10	40
Putri Maghfiroh	0	10	0	0	0	0	0	10	0	10	30
Hilya Nabila	0	10	0	10	0	10	10	10	0	10	50
Firdatul Anifah	0	10	0	0	0	10	0	10	0	10	40
Fitriyatul Munawaroh	0	10	10	10	0	0	10	0	10	10	60
Qonita Dewi Fakhisa B.	0	0	10	0	10	0	10	10	0	10	50
Istianah	10	10	0	10	10	0	10	10	0	10	70
Hafifatus Syafiah	0	10	10	0	0	10	0	0	0	10	40
Fahrur Rohman	10	10	10	10	10	10	10	10	10	10	100
Diel Ramanda Putra	0	0	10	10	0	10	0	10	0	0	40
Indi Damayati	0	10	0	0	10	0	0	0	0	10	30
Fitriyatil Nafsiyah	10	10	0	0	0	10	10	0	0	10	50
Fifin Safitri	0	10	0	10	10	10	10	10	10	10	70
Isda Amin Kaslili	10	10	0	0	10	0	0	0	0	0	30
Wilda Metalia	0	10	0	0	0	10	0	10	10	0	40
Fauzatul Hasanah	0	10	10	0	0	10	0	10	0	10	50
Fatriyah	10	10	0	0	0	10	0	0	0	10	40

Based on the table above, the researcher concluded that the result of post-test of B class have 2 score categories, namely the lowest score and the highest score. The lowest score is 30 score and the highest score is 100 score.

## **2. Validity and Reliability of the Test**

### **a. Validity of the test**

Validity is the correctness measure of the research dealing with the subject in the research. A valid instrument has high validity and a invalid instrument has low validity. This research uses context validity. Test context is conducted to measure the variable means.

The steps to know the test is valid:

- 1) Because the researcher wants to test learning listening model of the students, the test (pre-test and post-test) has to instruct the students to answer the question.
- 2) The kind of the question is content validity that contain of 10 question.

The test that used is valid because the researcher conducts this test step – by step. First, the researcher spreading the test that measure listening model of students and instruct the students to answer the question, and the question that spreading to the students contain of 10 questions.

### **b. Reliability of test**

Reliability of a measuring instrument is degree of consistency with which it measures whatever it is measuring. This equality is essential in any



kind of measurement.<sup>1</sup> In this research the researcher used Alpha formula,<sup>2</sup>

$$r_i = \left( \frac{k}{k-1} \right) \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

Where:

$r_i$  = Instrument reliability

$k$  = Number of the items in the instrument

$s_i^2$  = Each item total variance

$s_t^2$  = Total variance of the total score

### 1) Reliability of Pre – Test

**Case Processing Summary**

		N	%
Cases	Valid	48	100.0
	Excluded <sup>a</sup>	0	.0
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.682	.686	11

**Inter-Item Correlation Matrix**

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	SUMX
X1	1.000	.145	.303	.179	.303	-.053	-.053	.016	.119	.007	.409
X2	.145	1.000	-.114	-.048	-.114	-.155	-.155	-.031	.164	-.038	.079
X3	.303	-.114	1.000	.625	.238	.053	.195	.271	.244	.048	.623
X4	.179	-.048	.625	1.000	.141	-.173	.188	.279	.373	.114	.593
X5	.303	-.114	.238	.141	1.000	-.230	.478	-.039	.244	.048	.443

<sup>1</sup>Ary et al., 236

<sup>2</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), 239.

X6	-.053	-.155	.053	-.173	-.230	1.000	-.055	.149	.002	-.159	.122
X7	-.053	-.155	.195	.188	.478	-.055	1.000	.265	.448	.124	.579
X8	.016	-.031	.271	.279	-.039	.149	.265	1.000	.209	.168	.542
X9	.119	.164	.244	.373	.244	.002	.448	.209	1.000	.019	.638
X10	.007	-.038	.048	.114	.048	-.159	.124	.168	.019	1.000	.358
SUM X	.409	.079	.623	.593	.443	.122	.579	.542	.638	.358	1.000

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1	57.29	1143.573	.310	1.000	.668
X2	50.00	1234.043	.000	1.000	.693
X3	57.92	1106.206	.560	1.000	.648
X4	57.29	1092.509	.513	1.000	.647
X5	57.92	1148.759	.362	1.000	.665
X6	56.46	1223.360	-.005	1.000	.701
X7	56.46	1078.679	.485	1.000	.646
X8	57.08	1101.950	.452	1.000	.652
X9	56.88	1068.750	.558	1.000	.639
X10	54.79	1140.381	.225	1.000	.676
SUMX	29.58	310.461	1.000	1.000	.533

Based on the data above the researcher conclude that the data of pre-test score is reliability, the data shows that the result or  $r_{11}$  is 0,682 and then the  $r_{table}$  is 0,281 with degree of freedom 48 and in significant 5%. It means the data is reliable.

## 2) Reliability of Post Test

**Case Processing Summary**

		N	%
Cases	Valid	48	100.0
	Excluded <sup>a</sup>	0	.0
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

## Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.614	.521	11

**Inter-Item Correlation Matrix**

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	SUMY
Y1	1.000	.053	.102	-.031	.286	-.118	.089	-.120	.091	-.095	.378
Y2	.053	1.000	-.174	-.107	.041	-.138	-.190	.051	-.078	.285	.081
Y3	.102	-.174	1.000	.204	.130	-.024	.170	.195	.050	-.026	.493
Y4	-.031	-.107	.204	1.000	.000	-.029	.445	.149	.091	-.095	.460
Y5	.286	.041	.130	.000	1.000	-.073	.130	.114	.128	.164	.541
Y6	-.118	-.138	-.024	-.029	-.073	1.000	.005	-.049	-.118	-.197	.072
Y7	.089	-.190	.170	.445	.130	.005	1.000	-.106	.358	-.130	.502
Y8	-.120	.051	.195	.149	.114	-.049	-.106	1.000	-.044	.068	.355
Y9	.091	-.078	.050	.091	.128	-.118	.358	-.044	1.000	-.035	.411
Y10	-.095	.285	-.026	-.095	.164	-.197	-.130	.068	-.035	1.000	.229
SUMY	.378	.081	.493	.460	.541	.072	.502	.355	.411	.229	1.000

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Y1	91.04	1013.785	.229	.863	.600
Y2	85.21	1097.828	.002	.599	.624
Y3	91.88	985.771	.368	.845	.582
Y4	91.04	979.743	.347	.835	.583
Y5	91.25	960.106	.427	.833	.571
Y6	89.17	1101.418	-.062	.817	.644
Y7	90.00	957.447	.398	.825	.573
Y8	88.54	1012.722	.216	.842	.602
Y9	90.63	993.218	.288	.834	.591
Y10	87.50	1057.447	.087	.836	.621
SUMY	47.50	282.979	.989	.984	.265

Based on the data above the researcher conclude that the data of post-test score is reliability, the data shows that the result or  $r_{11}$  is 0,614 and then the  $r_{table}$  is 0,281 with degree of freedom 48 and in significant 5%. It means the data is reliable.



Pair 1	SU	-17.292	15.401	2.223	-21.764	-12.820	-7.779	47	.000
	MX								
	-								
	SU								
	MY								

The table above is a result of statistical analyzed by using SPSS V20 to find of the criteria of  $t_{value}$ . The data shows that the  $t_{value}$  is  $-7.779$  with the degree of freedom 47 and in significantly 5%. After the researcher found the result of the data of  $t_{value}$ , The next step is the researcher compare between  $t_{value}$  and  $t_{table}$  apparently with the degree of freedom 47 is obtained  $t_{table}$  in significantly 5% is 0,288. The researcher compare the between  $t_{value}$  ( $t_{value} = 7,779$ ) and the  $t_{table}$  ( $t_{table} = 0,288$ ), so the  $t_{value}$  is higher that  $t_{table}$ .

## B. Hypothesis Testing

According to Creswell, hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcomes of a relationship among attributes or characteristics.<sup>3</sup> There are two kind of hypothesis, null hypotheses and alternative hypotheses.

The hypothesis is the most important data in conducting a research. The hypothesis testing present the data where the researcher present the result and rejected hypothesis. Hypotheses make the result of the research and determine the hypotheses is null hypotheses or alternative hypotheses easily there is correlation between x variable and y variable or not. Based on the table data of result above, the researcher knows that value of  $t_{value}$  7,779. There is step to test the hypothesis as follow:

1. Comparing  $t_{value}$  with  $t_{table}$  of T-test. To determine there is the effect or not between two variables in this research. The research will be comparing between  $t_{table}$  with  $t_{table}$  of the value of T-test. If the  $t_{value}$  is higher that  $t_{table}$  of the value T-test the

<sup>3</sup>Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research*. Page., 111.

hypothesis is accepted, it means that there is the effect between two variables in this research. But, the opposite if the  $t_{table}$  is higher than  $t_{value}$  of the value T-test the hypothesis is rejected, it means that there is no the effect between two variables.

The coefficient of T-test in significant 5% as follow:

**Table 4**

**Coefficient Value of Correlation “r” Product Moment**

	<b>The distribution value <math>r_{table}</math></b>
Significance	5%
Df	47
$r_{table}$	0,288
$r_{value}$	7,779

Based on the table above, it is known that the value of  $t_{value}$  is 7,779 and the value of  $t_{table}$  of the value of T-test in significant 5% is 0,288. So, the researcher concluded that the result shows that the  $t_{value}$  is higher than  $t_{table}$  in coefficient of T-test. The researcher conclude that the hypothesis based on the result is accepted. It means that there is the effect of HURIER model in teaching listening at the third students of IAIN Madura.

**C. Discussion of Finding**

In this research, there are two research problems that the researcher wants to research, as follows:

**1. The Effect of HURIER Model on Students Listening Skill at The Third Students of IAIN Madura.**

Based on the data above, the result of this research that analysing by statistical analysis showed that there is the effect of HURIER Model on students listening skill at the third students of IAIN Madura. It is proved by comparing the result of  $t_{value}$  with  $t_{table}$ . The result of  $t_{value}$  is 7.779 and the value of  $t_{table}$  0,288. And the result of  $t_{value}$  is highest than  $t_{table}$  ( $7,779 \geq 0,288$ ). So, based on the hypothesis testing that the null hypothesis is rejected and the alternative hypothesis is accepted.

The data give the answer of this research problem is there is effect of HURIER Model on students listening skill at the third students of IAIN Madura. So that, the HURIER model maybe it is influenced for student listening learning.

## **2. How Significances the Effect of HURIER Model on Students Listening Skill at The Third Students of IAIN Madura**

In this research, there is an effect of the HURIER model on students listening skill at the third of IAIN Madura. It is evidenced by the result of analyzed the data of pre-test and post-test. Based on the data, when result of the data pre-test and post-test consists A and B classes get the scored. The scored of pre-test has minimum is 10 and the maximum is 90 scored. But, after doing treatment the researcher give post-test and then get the scored. An increase, there is minimum scored is 20 score and for the maximum is 100 score. The researcher concludes that the significances of HURIER model give the effect on students listening skill at the third students of IAIN Madura.

So, the correlation between X variables and Y is enough. Therefore, the researcher concludes that the HURIER model there is the effect for students listening and the students can be easier to listening learning.