

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter discussed the research finding and discussion. The research findings present data from research instruments, namely test and documentation. There are several things that will be explained in this chapter, namely data presentation, hypothesis testing, and discussion of findings.

#### A. Data Presentation

The instrument in this research, the researcher used test and documentation. To measure the effectiveness of using narrative podcast in spotify to improve listening skill at eleventh grade students of SMAS Sabilillah Sampang in academic year 2024-2025. The researcher needs students score on pre-test and post-test.

##### 1. Data Presentation of Pre-test

The researcher have stated in previous chapter, the test is used to measure the effect of students taught by using narrative podcast on spotify have higher score in listening skill than students taught without using narrative podcast on spotify. The form of the test in fill in the blanks which consist of 20 question that related with narrative. The pre-test was held on 17 September 2024 at 8.00-10.00 in XI A (Control Class).

**Table 1**

**Result of Pre-test Score for XI-A Class**

No	Student's Name	Class	Score
1	ACH. EVAN SHEGI MAULANA	XI-A	50
2	AISYAH RESITA AINI	XI-A	60

3	ALIF FATHURRAHMAN	XI-A	25
4	BUNGA ARAFAH	XI-A	65
5	FAJAR ISWAHYUDI	XI-A	70
6	FARIS ALFARIZI	XI-A	55
7	H AidAR RIALDI	XI-A	55
8	KHOIRUS SAKINAH	XI-A	60
9	MALIK HIDEYEH	XI-A	70
10	MARSUKI ISMAEL	XI-A	35
11	MOCH. SYAWAL HAMDANI	XI-A	40
12	MOH. AHSANY ALFARIZI	XI-A	75
13	MOH. MALIK HUSTONY	XI-A	65
14	NADIFATUL QOLBI	XI-A	45
15	NIA RAMADHANI	XI-A	15
16	NUR BAHYIAH	XI-A	55
17	NURUL FITRIA	XI-A	80
18	NURUL JANNAH	XI-A	45
19	RAFLY FIRMANSYAH	XI-A	50
20	REUIL	XI-A	25
21	RIDA'IH EL-KAMILAH MZ	XI-A	60
22	RIEZKYA AMALIA M	XI-A	40
23	ZAHROTUL JANNAH	XI-A	80
<b>Total</b>			1.220

$$\text{mean score} = \frac{\text{total score}}{\text{total respondents}}$$

$$= \frac{1.220}{23}$$

$$= 53,04$$

**Table 2**  
**Result of Pre-test Score for XI-B Class**

No	Student's Name	Class	Score
1	ABDILLAH AL GHIFARI ARIF	XI-B	40
2	AISYAH RAMADHANI HIDAYAT	XI-B	70
3	ALIF IRVAN KURNIAWAN	XI-B	60
4	AMALIA	XI-B	60

5	AMINATUN NAWA WAQIATUL A.R	XI-B	40
6	BELIA NUR HIDAYAH	XI-B	70
7	DECHA NAYCHELLA	XI-B	60
8	EMADUDDIN MUHLISI HALIL	XI-B	60
9	FATHUL JAZA'	XI-B	70
10	FIRDA KHAIRANI	XI-B	65
11	HASIYA SITA SIBARANI	XI-B	70
12	HILYAH NADIROYUL F	XI-B	65
13	INDI AULIYATUR ROHMAN	XI-B	70
14	KAMILIAN WEAM	XI-B	65
15	KURROTUL AINI	XI-B	55
16	LAILATUL JAMILA	XI-B	55
17	NABIL NAUFAL RAFIF	XI-B	60
18	NABILA RIAMATUS JIHAN	XI-B	60
19	NADWAH HAY ATUS SYAFAF	XI-B	70
20	NISA IZZATI GUNAWAN	XI-B	55
21	NOVIA	XI-B	45
22	SEPTI SUCI RAMADHANI	XI-B	55
23	ZAKIRA NURJANNAH	XI-B	30
Total			1.350

$$\begin{aligned}
 \text{mean score} &= \frac{\text{total score}}{\text{total repondents}} \\
 &= \frac{1.350}{23} \\
 &= 58,69
 \end{aligned}$$

## 2. Data Presentation of Treatment

After giving a pre-test researcher would provide treatment using the Spotify application on their smartphone. The researcher conducted the treatment in three meetings. Here researcher would ask students to download the spotify application in the Play Store on their smartphone.

Researcher prepare 2 narrative podcasts adopted from this application. In the treatment, researcher explained the material related to treatment first.

Next, the researcher would explain about the application and would show students how it works. And than the researcher would time for question and answer section. After that, students conduct a listening test through a narrative podcast played by the researcher.

### 3. Data Presentation of Post-test

After the researcher gave treatment taught using narrative podcast on spotify, the researcher conducted the post-test in one meetings was held on 19 September 2024 at 9.30-11.00 in XI-B (Experimental Class). Score of post-test are presented in the following table.

**Table 3**  
**Result of Post-test Score for XI-A**

No	Student's Name	Class	Score
1	ACH. EVAN SHEGI MAULANA	XI-A	55
2	AISYAH RESITA AINI	XI-A	65
3	ALIF FATHURRAHMAN	XI-A	40
4	BUNGA ARAFAH	XI-A	70
5	FAJAR ISWAHYUDI	XI-A	70
6	FARIS ALFARIZI	XI-A	55
7	HAIDAR RIALDI	XI-A	60
8	KHOIRUS SAKINAH	XI-A	60
9	MALIK HIDEYEH	XI-A	75
10	MARSUKI ISMAEL	XI-A	40
11	MOCH. SYAWAL HAMDANI	XI-A	45
12	MOH. AHSANY ALFARIZI	XI-A	80
13	MOH. MALIK HUSTONY	XI-A	75
14	NADIFATUL QOLBI	XI-A	50
15	NIA RAMADHANI	XI-A	40
16	NUR BAHYIAH	XI-A	65
17	NURUL FITRIA	XI-A	85
18	NURUL JANNAH	XI-A	60

19	RAFLY FIRMANSYAH	XI-A	55
20	REVLIL	XI-A	40
21	RIDA'IH EL-KAMILAH MZ	XI-A	70
22	RIEZKYA AMALIA M	XI-A	55
23	ZAHROTUL JANNAH	XI-A	85
<b>Total</b>			1.395

$$\text{mean score} = \frac{\text{total score}}{\text{total repondents}}$$

$$= \frac{1.395}{23}$$

$$= 60,65$$

**Table 4**

**Result of Post-test Score for XI-B**

No	Student's Name	Class	Score
1	ABDILLAH AL GHIFARI ARIF	XI-B	55
2	AISYAH RAMADHANI HIDAYAT	XI-B	90
3	ALIF IRVAN KURNIAWAN	XI-B	85
4	AMALIA	XI-B	70
5	AMINATUN NAWA WAQIATUL A.R	XI-B	55
6	BELIA NUR HIDAYAH	XI-B	95
7	DECHA NAYCHELLA	XI-B	85
8	EMADUDDIN MUHLISI HALIL	XI-B	80
9	FATHUL JAZA'	XI-B	95
10	FIRDA KHAIRANI	XI-B	80
11	HASIYA SITA SIBARANI	XI-B	75
12	HILYAH NADIROYUL F	XI-B	80
13	INDI AULIYATUR ROHMAN	XI-B	85
14	KAMILIAN WEAM	XI-B	80
15	KURROTUL AINI	XI-B	75
16	LAILATUL JAMILA	XI-B	75
17	NABIL NAUFAL RAFIF	XI-B	85
18	NABILA RIAMATUS JIHAN	XI-B	70
19	NADWAH HAY ATUS SYAFAF	XI-B	75
20	NISA IZZATI GUNAWAN	XI-B	60

21	NOVIA	XI-B	55
22	SEPTI SUCI RAMADHANI	XI-B	65
23	ZAKIRA NURJANNAH	XI-B	50
<b>Total</b>			1.720

$$\text{mean score} = \frac{\text{total score}}{\text{total repondents}}$$

$$= \frac{1.720}{23}$$

$$= 74,78$$

#### 4. Data Presentation of Documentation

In this section, it is the collection of documentation data as the researchers stated in the previous chapter. The documentation of this study are as follow:

- 1) Student's name list of XI-A class and XI-B class SMAS Sabilillah Sampang in academic year 2024/2025
- 2) Reliability of the instrument (pre-test and post-test)
- 3) Student's score on post-test and pre-test

#### 5. Validity of The Data

Validity is a feature that marks a test is valid or not. The variable in the data to be studied is about taught using narrative podcast on spotify have higher achivement in improving skill than student taught without using spotify at Eleventh grade of SMAS Sabilillah Sampang. So to find out whether it is valid or not, the researcher used content validity because it aims to compare the content contained in the learning outcome test, with the specific intructional objectives that have been determined for each















Sig. (2-tailed)	,546	,565	,145	,147	,766	,146	,145	,766	1,100	1,100	,562	,248	,388	,386	,546	,565	,145	,147	,246	,942	
N	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46
X Pearson Correlation	,032	-,041	-,091	,174	-,171	-,084	,187	,084	,284	,366*	,137	,241	,081	-,044	,133	,208	,122	-,174	-,171	1,44*	
Sig. (2-tailed)	,834	,783	,547	,246	,525	,508	,247	,518	,039	,036	,352	,154	,594	,980	,451	,985	,401	,184	,181	,246	,030
N	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46
T Pearson Correlation	,48*	,315*	,359	,174	,323*	,433*	,253	,259	,427*	,366*	,458*	,322*	,141	,144	,450*	,121	,365	,031	,031	,44*	1,44*
Sig. (2-tailed)	,043	,006	,013	,257	,009	,004	,009	,009	,003	,001	,001	,002	,035	,039	,002	,048	,001	,001	,002	,002	,002
N	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).















Sig. (2-tailed)	,649	,037	,030	,030	,080	,102	,030	,030	,030	,030	,030	,030	,030	,030	,030	,030	,030	,030	,030
N	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above df-46 (df=N-2) was consulted with the t-value at a significance level of 5%. The t-value obtained in the table at a significance level of 5% is 0,290. If t-value is lower than t-table, the question is not valid. Meanwhile, if the value of it is greater than t-table, the question is valid.

## 6. Reability of Data

Reability is used to measure the consistency of the test on the subject and under the same conditions. The researcher use Alpha Cronbach formula to know the reability of test, is the question reable or not. Level of significance and  $r_{table}$  that is:

**Table 8**  
**Reability of Pre Test**  
**Case Processing Summary**

Case Processing Summary		N	%
Cases	Valid	46	100,0
	Excluded <sup>a</sup>	0	,0
	Total	46	100,0

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

**Table 9**  
**Reability Statistics**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,618	13

The reliability test of this research instrument will use the Cronbach Alpha technique. According to Sugiyono an instrument is declared reliable if the reliability coefficient is at least 0.6. If the measuring instrument has a Cronbach Alpha value  $<0.6$  then the measuring instrument is not reliable. Here is the explanation:

- If the reliability coefficient value is  $> 0.6$  then the instrument has good reliability and can be trusted (reliable).
- If the reliability coefficient value is  $<0.6$  then the instrument does not have good reliability and cannot be trusted (unreliable).

Based the table above, the researcher analyzed that the reliability of pre-test was 0,618. Which means  $0,618 > 0,06$  that the instrument can be trusted.

**Table 10**  
**Reability of Pos-Test Case**  
**Processing Summary**

<b>Case Processing Summary</b>		N	%
Cases	Valid	46	100,0
	Excluded <sup>a</sup>	0	,0
	Total	46	100,0

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

**Table 11**  
**Reability Statistics**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,657	15

Based on the explanation above, the table showed that the realibility of post-test was 0,657. It means  $0,657 > 0,60$  that the instrument has good reability.

## 7. Analysis of Data

In this section.the researcher will analyze the score into statistical from. To analyze the post test score, researcher used independent t-test to analyze the data.

### a. Hypothesis Testing

According to John W. Creswell, hypothesis is a statement contained in quantitative research in which the researcher makes conjectures or predictions about the results of relationships or attributes or characteristics. There are 2 types of hypothesis in this study namely: Alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ). Hypothesis testing can be testing using independent sample t-test. Independent t-test used to find out weather there is an effect differences taught using narraitive podcast on spotify have higher achivement in listening skill than students taught without using narrative podcast on spotify at the elevent grade of SMAS Sabilillah Sampang. The hypothesis of research will be tasted with the following criteria:

- 1) If  $t_0 < t_t = H_0$  is rejected
- 2) If  $t_0 > t_t = H_0$  is accepted



						One - Side d p	Two - Side d p			Lower	Upper
Score	Equal variances assumed	,565	,454	-3,823	90	<,001	<,001	-11,95652	3,12755	-18,16994	-5,74310
	Equal variances not assumed			-3,823	89,916	<,001	<,001	-11,95652	3,12755	-18,17002	-5,74302

Based on the table above, the sig. value of Lavene's test for equality of variance was  $0,454 > 0,05$ , then it can be interpreted that the data variance between the control class and the experimental class is homogeneous. The table showed that in the "equal variance assumed" section, the sig. value (-2 tailed) was , then  $0,001 < 0,005$ . So, the researcher can conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means there is difference significant between average student learning score in control class and experiment class.

## B. Discussion

The population of this research consisted of 46 students. The researcher used two kinds of group and the test; those were Experiment group of pre-test and post-test, and Control Group pre-test and post-test. Here is the discussion of this research as follow :

1. The data computation of T-test shown the value of Sig. (2-tailed) 0.001  $t_t$  2. 015 and for  $t_0$  was 3,823, it showed that  $t_0 > t_t$  ( $3,823 > 2, 015$ ).



So as the basis for decision making in the independent sample t test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It shows that there is significant differences score in listening skill mastery before and after teach by using Podcast in Students of SMAS Sabilillah Sampang. It means that Podcast is effectively used to improve students listening skill. It can be said that podcast is effective to be used in teaching listening comprehension and suggested to be used.

2. The difference of the score between students listening skill before and after taught using Podcast at tenth grade students of SMAS Sabilillah Sampang. After the data were collected, the data were analyzed by using of SPSS program 26.0 versions for windows .The result analysis show there is a significant effect of using Podcast to improve students listening skill in Narrative Text at Students of SMAS Sabillah Sampang. It can be seen from the mean score the experiment group of pre-test is 60.65, and the mean score of the post-test is 74.78. Mean score of control group in pre-test is 53.04, and the mean score of the post-test is 58.69. The students who were taught by using Podcast reached the higher score than before using Podcast, the highest score of pre- test in experiment is 80.00 and the highest score pre-test of control group is 70.00. While the highest score on the post-test of experiment group is 95.00 and 85.00 score on post-test control group.

Based on the explanation above, it can be said that Podcast gives a contribution to improve listening skill in narrative text. And the researcher findings showed that using podcasts had a positive meaningful effect on

improving listening comprehension. The result of this study found that teaching listening comprehension by using Podcast is effective at the eleventh grade students of SMAS Sabilillah Sampang.