CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the finding of this research and the discussion. The result of this study were analyzed and presented. Dealing with analyzing the data, the researcher used t-test to calculate the significant difference between two variables. To answer the research question, this chapter is divided into two sub-headings: result and discussion.

4. 1 Finding of the Research

The result of the research includes the score post-test. In the research, the researcher uses experimental research to get the data. It means that the research is implemented to find out the experimental group. The experiment group gets the treatment. Collation here real tests to the value or achievement in experimental group. In this case, the treatment is using hello English application.

This research was conducted about13th April 2017 until 22th July 2017 at SMP Muhammadiyah 2 Surabaya. Before starting the learning, the researcher chose one of 6 classes as a sample, experiment class, based on the teacher suggestion. This way calls snowball sampling. After choosing the class, the treatment was given to 25 students. In the treatment many shapes of task in media hello English application for teaching simple present tense. Furthermore the researcher was giving a treatment for experimental class by using the hello English application. The last step was giving post-test. Post-test was given after the treatment had done.

4. 2 Data Analysis

4. 2. 1 Normality Distribution

4. 2. 1. 1 Normality Distribution based on the pre- test and post test of both class

To show the distribution is normal or not, the score of pre- test that had been given by the researcher was counted. Test of normality distribution of experimental class in pre- test used statistics with hypothesis formulate as below:

H_0 : $\rho > \alpha$ the data normality distribution.

H_1 : $\rho < \alpha$ the data is not normality distribution.

In processing the data, the researcher uses SPSS 22.0 software of Shapiro wilk test. In here, there are 2 terminologies. They are ρ-value and α (alpha)-value. Probability-value symbolized ρ means the significant value of the data. Then alpha symbolized α means the standard of the significance. In this test, the researcher uses 0,05 as α-value. The result of the test as in below:

Table 4.1 Normality Test of Experimental Class in Pre Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_score	.229	23	.003	.918	23	.061

a. Lilliefors Significance Correction

Based on the result of processing, the data is normality distribution. It can be seen from the ρ-value of experimental class. The pre test of experiment class ρ-value is 0.61 that based on Shapiro-Wilk. It means that ρ-value is more than α-value. Based on the hypothesis, H_0 is accepted if the $\rho > 0,05$. So the H_0 is accepted.

Table 4.2 Normality test of Post Test in Experimental Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
postest_score	.173	23	.072	.944	23	.219

a. Lilliefors Significance Correction

Based on the result of processing, the data is normality distribution. It can be seen from the ρ-value of experimental class. The post test of experiment class ρ-value is 0.219 that based on Shapiro-Wilk. It means that ρ-value is more than α-value. Based on the hypothesis, H_o is accepted if the $\rho > 0{,}05$. So the H_o is accepted.

Based on the table above, the table shows that the significance value of experimental group between pretest and posttest. It means there is the significance of test. The significance value of experimental group is higher than α (0.05). It means that H_0 is accepted and H_1 is refused. So, the post test distribution of experimental group is normal.

1.2.2 Validity of the Tryout

The data of this experimental study obtained by conducting tryout, pre test and post test. Tryout test conducted before the experiment begins. It was done in order to know the validity of test. The result of validity test, there are 11 questions which are valid.The result of validity of test, there are 11 questions which are valid. The numbers of questions are valid that showed in the section A, there are 2 questions which are valid. They are: 1 and 3. Then, in the section B, there are 17, 18, 19, 22, 23, 26, 27, 28 and 30. Based on the calculating data with SPSS 22.0 software that the number of questions. The table of validity test in the next page:

4. 2. 3 Reliability of Tryout in 7A

      According to Brown (2003: 21) stated that reliable test is appropriate and dependable test. According to Brown (2003: 22) states that test reliability is a test that can discriminate for underachievers because there is time limitation workmanship. The statement means that in doing try out class A has a time limit of workmanship for 30 minutes for 30 items of question. The result of reliability test in the next page:

Table 4. 4 Reliability of Try Out in 7A

Reliability Statistics

Cronbach's Alpha	N of Items
.783	11

      Based on the table above, it means that the instrument of try out in 7A class is reliable. It can be seen from the reliability calculation is 0.783. It showed the test which consists of 11 questions is reliable.

4.2.4 Pre test of Experimental Class

      Before learning the process of simple present tense, the students of experiment class were given a test. It is called pre test. The aim of the post test is to measure the achievement students' grammar mastery after got the learning process. The score are presented in the table in the next page:

Table 4.5 Pre Test Score of Experimental Class

Students	Passing Grade	Score
1	75	70
2	75	65
3	75	70
4	75	65
5	75	55
6	75	65
7	75	70
8	75	60
9	75	60
10	75	65
11	75	55
12	75	65
13	75	75
14	75	55
15	75	60
16	75	70
17	75	70
18	75	70
19	75	45
20	75	50
21	75	50
22	75	65
23	75	65
Average Score		62,6

The data above shows that experiment class has not students that exceed the passing grade. The average score of experiment class is 62,6 with 45 for the minimum score and 70 for the maximum score.

4.2.4 Post- Test of Experimental Class

After learning the process of simple present tense, the students of experiment class were given a test. It is called post test. The aim of the post test is to measure the achievement students' grammar mastery after got the learning process. The score are presented in the table below:

Table 4. 6 The Post Test Score of Experiment Class

Students	Passing Grade	Score
1	75	95
2	75	85
3	75	80
4	75	95
5	75	100
6	75	90
7	75	80
8	75	75
9	75	100
10	75	80
11	75	80
12	75	85
13	75	75
14	75	95
15	75	95
16	75	90
17	75	90
18	75	**70***
19	75	80
20	75	80
21	75	85
22	75	85
23	75	75
Average Score		86

The data above shows that experiment class has 22 students exceed the passing grade. The average score of experiment class is 86 with 70 for the minimum score and 100 for the maximum score.

4.2.5 Paired Test of Pre Test and Post Test in Experimental Class

After the researcher calculated all of the pre test and post test score, the researcher analyze the pre test and post test of experimental class using paired sample of T-test in SPSS 22.0. it can be seen in table below:

Table 4.7 Paired Samples of Pre Test and Post Test in Experimental Class

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 posttest_score - pretest_score	22.826	12.324	2.570	17.497	28.155	8.883	22	.000

From the table above, it shows that the mean scores of paired sample t-test between posttest and pretest in experimental class are 22.826 with standard deviation 12.324. The sig. (2-tailed) here show 0.000 $<\alpha$ (0.05). So that H_o is rejected and H_1 is accepted. It means that there is significant difference (progress) between posttest and pretest in experimental group.Based on the hypothesis and the result above, the using Hello English Application is effective for students' simple present tense mastery learning. It can be seen from the T_{count}is8.883. It means that T_{count} is more than T_{table}. Then, the T_{table}can be seen in the table of T table if the score of df is 22 and the score of $T_{table}$is 1.717. It means Hello English Application can be used in teaching simple present tense in seventh graders in junior high school.

4. 3 Questionnaire

After the researcher gave all the data, the researcher gave questionnaire for the students in experimentalclass. The purpose of questionnaire was to know the student after treatment by using Hello English application in learning simple present tense at seventh of junior high school in SMP Muhammadiyah 2 Surabaya. The questionnaire consists of seven questions in form checklist. The result can be seen below.
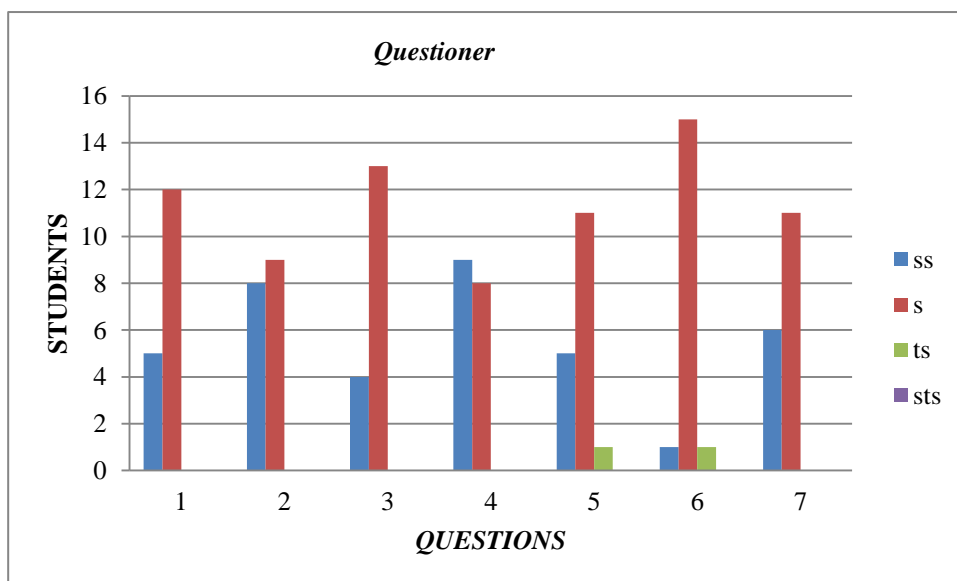

Chart 4.1 Students' Responses in Experimental Class

Based on diagram above, it shows that in the first question, "Display of learning media using Hello English digital media interesting". There are 5 students answered very agree and there are 12 students answered agree. It proved that 29,4% students very agree and 70,6% students agree that display of Hello English application was interesting.

The second question, "The language used in hello English media is easy to understand." There are 8 students answered very agree and 9 students answered agree. It proved that 41,2% students very agree and 58,8% students agree that the language used in media was easy to understand by students.

The third question, "Hello English media help me understand present tense material". There are 4 students answered very agree and 13 students answered agree. It proved 23,5% students very agree and 76,5% students agree that Hello English can help the students to understand present tense material.

The fourth question, "Learn to use hello English is great fun". There are 9 students answered very agree and 8 students answered agree. It proved that 64,7% students very agree and 35,3% students agree that using Hello English application was fun.

The fifth question, "Media hello English help me to apply simple present tense material in everyday life". There are 5 students answered very agree, 11 students answered agree and 1 student answered no. It proved that 29,4% students very agree, 64,7% students agree and 5,8% students was not agree which hello English application apply simple present tense material in everyday.

The sixth question, "Classroom learning atmosphere is more conducive when learning using hello English media". There are 1 student answered very agree, 15 students answered agree and 1 student answered no. It proved that 5,9% students very agree, 88,2% students agree and 5,9% students no that the atmosphere in classroom is more conductive when learning using hello English media.

The seventh question, "This hello English media adds my motivation to learn English". There are 6 students answered very agree and 11 students answered agree. It proved that 35,3% students very agree 64,7% students answered agree that hello English application can motivate students.

4. 4 Discussion

In this session, the researcher will discuss the result of the research as it is connected to the supporting theory answer the research question about whether hello English application is effective for teaching simple present tense or not. Based on the hypothesis, the null hypothesis is rejected and the substitute hypothesis is accepted if there is the significant score in experimental group after conducting the treatment. On

the contrary, the null hypothesis is accepted and the substitute hypothesis is rejected if there is the significant score in experimental group after conducting the treatment. To answer those hypothesis, the researcher does calculations using SPSS 22.0 software. Firstly, the researcher calculated the students' normality whether the students' ability in experimental group is equal or not. The test was counted from the post test score in experimental group. The normality distribution is needed to know whether the sample represent the population or not. To test the data distribution is normal or not, the researcher uses Kolmogorov-Smirnov test with the hypothesis, H_o is accepted if ρ-value > alpha (α) 0.05 and rejected H_1 which means the data normality distribution. In the other hand, H_o is pushed away if ρ-value $<\alpha$, and accepted H_1 which means this research is not normality distribution. The calculation shows that the result of post test score from experimental class is significant. The ρ-value of experimental is 0,121. So, H_o is accepted and the data is normality distribution.

The second is measuring the effectiveness of hello English application for alternative media for teaching simple present tense using T-test. There some criteria of hypothesizes are:

The point one, criteria of hypothesis is to state the result of calculation from T-Test which stated H_o and H_1 for knowing the media is effective or not.

H_o : Hello English application is not effective as alternative media for teaching simple present tense.

H_1 : Hello English application is effective as alternative media for teaching simple present tense.

Based on the calculation, the data shows the same significance. The result is 0.000. theρ-value less than 0,05. It means that H_o is pushed away. Finally the researcher concludes that Hello English application is effective as alternative media for teaching simple present tense. (*see the chapter 4*)

The point two, criteria of hypothesis are the assessment standards that exist in the school and can be one of criteria that support the media used in the learning process is effective or not to be used as a learning media. The result on the criteria of looking at the students' post test results in the experimental class has already reached the assessment standard at the school? And the results indicate that the students' post test have exceeded the standard of assessment but there is only one student whose grade is below the school's assessment standard. (*see appendix 1*)

The point three, criteria of hypothesis are observation checklist obtained from the observation of teacher and students during the learning process in the class. If the result of observation teacher reached 70% then the process of delivering material and explanation of teacher with hello English application is positive which means the media is effective for using in learning, and supported by the result of students' observation when received material and understanding in using hello English application that achieve result more than 70% then this media can really be effective to use.

During the study, the researcher use observation checklist. The observations were taken in the form of paper. There are two observation checklist, they are observation checklist for teacher and observation checklist for students. Observation checklist is used to observe the students and the teacher how the process based on lesson plan.

Based on the observation checklist for teacher is the teacher already taught based on lesson plan, the teacher also mastered the material and the media which is used in learning activity. Besides that, the teacher taught clearly so the students understand about the material. The teacher also answers the students' question very well and helps the students give the solution.

Based on the observation checklist for students in experimental class are the students very enthusiastic about descriptive text using Hello English Application. But when the run activity, there are some students who are difficult to understand how to use media and some students who are busy, but students can solve problem that exist on the media. However the students were very enthusiastic about the material using Hello English Application. (*See appendix 4, 5*)

The four point, criteria of hypothesis is students response with hello English application media can be used in the learning process, if the result of students response obtained from questionnaire that has been given was more than 70% agree or responding positively about the media of this application, it is concluded that hello English application can be an alternative media in learning process of English especially simple present tense.

Based on student's responses, the students were very interesting about the material using Hello English Application. Some students stated that Hello English Application can improve their knowledge about English especially grammar of simple present tense. Then Hello English application was effective as alternative media for teaching simple present tense. (*see appendix 6*)

In other side, the researcher explained about the effectiveness of hello English application for the alternative media for teaching simple present tense that helps students to understand grammar learning and is easier and fun. In accordance with the phrase of the creator of this application, Alley (2016) aims to make users of this application easier to learn English about simple present tense, vocabulary and pronunciation as well as many more benefits that can be obtained by its users. The statement expressed by Alley which stated that learning English using hello English application is very fun and profitable was proven when the researcher used this media

in research at SMP Muhammadiyah 2 Surabaya. 7B grade students stated that learning by using this app is not boring even students can remember and understand the material they are learning. The statement of these students were evidenced in a questionnaire that had been made by researchers and in content by 7B grade students who have been using hello English applications in the process of learning simple present tense.

There were so many researches that using media for teaching English. One of the research on teaching English using duolingo media for vocabulary learning and stated that if in learning English with the media will increase the enthusiasm of students in learning and can improve student learning outcomes. Parker (2010:4) stated that new media applied to the learning process is very influential on the outcomes of the learning process, new media has been used will be used for learning English. So that learning English today will not make students bored. Even students will be more enthusiastic again in learning this second language.