

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the conclusions of the study and the subsequent discussion. The results of the study are the description of the outcome based on the data that had been gathered by administering a speaking test both before and after the research was conducted. Although the following discussion offers an expanded explanation of the results of the investigation.

#### 4.1 Findings

The researcher identified the consequences of utilizing the Hello English Application as an English learning medium on students' speaking abilities. These conclusions were based on the outcome of the researcher's examination of the data from the study. It's possible that the results of the speaking exam pupils took may shed some light on the matter. In addition, the examination was carried out not once but twice, first as a pre-test and then as a post-test. The pre-test was administered before the therapy, and the post-test was carried out after the treatment had been completed. In addition, the researcher examined the differences between the results of the pre-test and the post-test. If the results from the post-test were greater than the results from the pre-test, it indicates that this application is an effective medium for learning English when used in that capacity. In other words, the primary purpose of this section was to show the data that was acquired and represented aspects of the study sample and analysis.

#### 4.1.1 The improvement of students' speaking skills in terms of accuracy and fluency

##### a. Vocabulary

When the researcher had examined the results of both the pre-test and the post-test, they had assessed the data. It was determined that there was a considerable increase in students' speaking abilities, particularly on their vocabulary; we can see the progress that has been highlighted in the table that follows.

Table 4. 1 Improvement of Students' Vocabulary in Speaking Skills

Variable	Students' Mean Score		Improvement
	Pre-Test	Post-Test	
Vocabulary	5.8	8.06	36.2%

From the results of the pre-test to those of the post-test, as shown in the table above, there was a significant increase in the mean score of the students, particularly with regard to their vocabulary. The pupils, on average, received a score of 5.8 on the pretest, which represents an acceptable level of performance. After the researcher's administration of the therapy to the students, the students' mean score was 8.06, which the researcher deemed to be an acceptable categorization. As a result, the difference between the students' pre-test and post-test mean scores on the vocabulary portion of the exam was 36.2% higher than it had been before.

### b. Pronunciation

The following table provides an illustration of the distribution of students' mean scores, with particular focus on students' pronunciation both before and after the exam, as well as the progression of students' pronunciation.

Table 4. 2 Improvement of Students' Pronunciation in Speaking Skills

Variable	Students' Mean Score		Improvement
	Pre-Test	Post-Test	
Pronunciation	5.09	7.7	49.4%

From the results of the pre-test to those of the post-test, as shown in the table above, there was a significant increase in the mean score of the students, particularly with regard to their vocabulary. The students, on average, received a score of 5.09 on the pretest, which represents an acceptable level of performance. After the researcher's administration of the therapy to the students, the students' mean score was 7.7, which the researcher deemed to be an acceptable categorization. Hence, the difference between the students' mean score on the pre-test and their score on the post-test was 49.4%; this change was notably noticeable in the students' pronunciation.

### c. Fluency

in order to have a good picture of the outcome of the mean score of the students, particularly regarding their fluency, and the increase of students' speaking fluency. The evidence is shown in the table that follows.

Table 4. 3 Improvement of Students' Fluency in Speaking Skills

Variable	Students' Mean Score		Improvement
	Pre-Test	Post-Test	
Fluency	5.5	8.1	45.5%

After analyzing the results of the speaking exam, the researcher came to the conclusion that the pupils had improved their level of fluency in speaking. After having the exam analyzed, it was determined that the students' pre-test speaking fluency was lower than their post-test speaking fluency. This improvement was observed after having the test analyzed. The students' average score on the pre-test for their speaking fluency was 5.5, while their average score on the post-test for their speaking fluency was 8.1. Also, it was found that after using the Hello English program, there was an increase in the students' overall speaking fluency. This was supported by the findings of the researcher. As a result, the students' overall mean score increased by 45.5% between the pre-test and the post-test, particularly in terms of the students' speaking fluency.

### **1.1.2 Comparison of students' speaking abilities based on pre-test and post-test scores and scoring classifications**

The students' scores on both the pre-test and the post-test are broken down according to a few different factors. According to the Depdikbud scale, the range scores are broken down into five different levels. In the following table, the criteria, as well as the percentage of students' scores on both the pre-test and the post-test, are shown.

Table 4. 4 Rate Percentage and Frequency of Students' Score

No.	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	8.1 – 10	-	-	7	18.92%
2.	Good	6.1 - 8.0	-	-	11	29.73%
3.	Fair	4.1 - 6.0	20	54.05%	19	51.35%
4.	Less	2.1 - 4.0	17	45.95%	-	-
5.	Bad	0 - 2.0	-	-	-	-
<b>Sum</b>			<b>37</b>	<b>100%</b>	<b>37</b>	<b>100%</b>

According to the data shown in the table that can be seen above, there were a total of 20 students who obtained a percentage of 54.05% on the pre-test, while there were 17 students who obtained a percentage of 45.95% on the pre-test. In addition, we can see that in the table that is located above the outcome of the post-test that was conducted on the students' speaking abilities. It is comprised of twenty-nine students who have obtained a classification of fairness by obtaining a percentage of 51.35 percent, eleven students who have obtained a classification of goodness by obtaining a percentage of 29.73 percent, and seven students who have obtained an excellent classification by obtaining a percentage of 18.92 percent. As a result, we are able to draw the conclusion that the rate % in the post-test is greater than the rate percentage in the pre-test.

### 1.1.3 Hypothesis testing

Table 4. 5 The T-test Students' Speaking

Variable	t-test Value	t-test Table
	22.5	3.04563

It was necessary to test the hypothesis in order to determine whether it should be accepted or rejected. If the result of the t-test was greater than the t-table value, then the alternative hypothesis (H1) would be accepted. On the other hand, if the result of the t-test was lower than the t-table value, then the null hypothesis (H0) would be rejected.

Table 4. 6 The Relationship Between the t-test Value and the t-test Table with Regards to the Speaking Abilities of Students

Speaking Skills	Hypothesis		Comparison	Classification
	H <sub>0</sub>	H <sub>1</sub>		
	> 3.04563	22.5	t-test value > t-test table	Significant

Based on the findings of the calculation, the total value of the t-test came out to be 22.5, while the degree of freedom (df) was 36 and the level of significance was 0.05. The result of this was that the value of the t-table was 3.04563. It seemed that the value of the t-test was more than the value of the t-test table ( $22.5 > 3.04563$ ).

It is possible to draw the conclusion that there was a meaningful difference between the students' scores on the pre-test and the post-test. The outcome led to the conclusion that the alternative hypothesis (H) should be accepted, whereas the null hypothesis (H<sub>0</sub>) should be rejected.

## **1.2 Discussions**

The interpretation of the study results that were produced from the observation finding result was the topic of the debate that was taking place in this part. According to the findings of a study that was carried out at SMP Cerdas Murni, the researcher took 37 research samples from a population of 225. The students used the Hello English application, which resulted in their having a mean score that was higher than it had been before they used the application.

The researcher carried out an investigation that was split up into three distinct stages. The first phase, which took place at the first gathering, consisted of the researcher administering a pre-test to the students in the form of a speaking exam. The students were given the pre-test so that the results of their scores could be determined before they were administered the therapy. In addition to this, the therapy method itself is the second phase. The researcher has already conducted 8 sessions to instruct students in English class using the program Hello English as an English learning medium. In addition, the third phase involves administering a post-test to the students, which was done at the most recent meeting. It was carried out to discover the outcome of the therapy that had been administered on the pupils' scores.

In addition, the data of the result mean score in the pre-test was 4.4, but after the researcher offered the therapy, the result mean score increased to 6.2, attaining an improvement of 41%. Despite this, the difference between the pre-test and post-test mean score was much bigger on the post-test. It indicates that the influence of using the Hello English program as an English learning medium on the students' speaking abilities at SMP Cerdas Murni was successful in its use.

The investigator used t-test value comparisons to determine whether or not the use of the Hello English program helped students enhance their speaking abilities. The study discovered that there was a substantial difference between the results of the pre-test and the post-test after the teaching and learning process that was carried out with the help of the Hello English application. The results of the t-test revealed a statistically significant increase in the students' speaking abilities. The threshold of significance used was 0.05, and the degree of freedom (df) was 36. The answer was found by subtracting  $N-1$  from 37, which gave us 36. In addition, the therapy led to an improvement in the patient's condition once it was completed. The score on the t-test was greater than the number on the t-table. The result of the t-test was 22.5, and the value of the t-table was 3.04563.

#### **4.2.1 Improvement of students' speaking accuracy**

After the presentation of the outcomes of the research, it was found that the speaking accuracy of the pupils had improved. A speaking exam was used to evaluate the students' level of fluency in the language. In addition, the pupils' ability to speak accurately was evaluated based on their command of vocabulary and their pronunciation. The results of the preliminary examination revealed that the majority of pupils had a satisfactory degree of accuracy. On the other hand,



after the therapy had been administered, it was found that the majority of the students had a decent level of accuracy, while a few students had an excellent degree of accuracy. It appeared that the Hello English program had an effect on the pupils' level of accurate speaking.

#### **4.2.2 Improvement of students' speaking fluency**

When using the Hello English application in teaching speaking in an online class, the researcher found that the students' speaking fluency significantly improved after using the program. This was shown by the results of both the pre-test and the post-test. The smoothness of the kids' speech was observed in order to evaluate their level of linguistic fluency. The researcher found out during the preliminary testing that the majority of the pupils had a low level of fluency.

Yet, after administering the medication and carrying out the post-test, the researcher found that there was an improvement in the students' ability to speak fluently. The vast majority of pupils had improved, even though they were still functioning at a satisfactory level, and a few students had advanced to the excellent level. The fact that students' mean scores in fluency improved from the pre-test to the post-test demonstrates that this is the case. The pupils' speaking fluency had a mean score of 4.5 before the post-test, but it had increased to 6.1 after the exam. After including the Hello English app into the students' speaking lessons, the researcher saw an increase in the students' overall fluency when they spoke English.

A conclusion that can be drawn from this study, which concurs with Sandy Yunita's (2019) findings and which was presented in the chapter that came before this one, is that the Hello English application may encourage students to

participate more actively in English class. In addition, students are more bold and self-assured in their public speaking skills when they study while employing smartphones, which increases their motivation to be excited about learning.

Ranta Butarbutar and Elia Simatupang were among the researchers that worked on this study (2019). It was said that the employment of the Hello English application as an English learning medium might perhaps provide the classroom a fresh and exciting new ambiance. In any event, pupils should be entertained while also attracting students who find it exciting to learn English.

According to the findings shown above, the researcher is able to draw the conclusion that exposing students to the English language via the medium of the Hello English app may help enhance their speaking abilities. What does this mean? It indicates that the Hello English app is an excellent tool for teaching speaking.