

CHAPTER IV

FINDING AND DISCUSSION

In this chapter to present the finding and the discussion. This chapter focus on the description and of data, the normality testing, the homogeneity testing, the hypothesis of testing, and discussion.

A. Findings

In this chapter, the researcher wants to know the effectiveness of using Hello English application to teach students grammar at first grade of MTSN 6 Tulungagung in pandemic Covid-19 by conducting pre-test and post-test. It was given to 7 A as an experimental group consists of 30 students and 7 B as a control group consisting of 30 students. The effectiveness can be seen from the significant scores from pre-test and post-test of students in a pandemic. The tests were multiple choices and essays for the both of classes. In experimental class, the researcher gave 20 questions of multiple choices and 5 questions of fill in the blank in an essay form of test. In the control group, the researcher gave the students 25 questions in form of a test too. The pre-test was conducted before the treatment was given. The result of the pre-test showed the students' achievement in grammar, especially in Simple Present Tense.

After the pretest finished, the researcher gave treatment to the experimental class. The researcher did not give treatment to the control class.

When the treatment was running, the students were very curious to follow the learning process. They looked so interested in the treatment that the researcher gave.

The researcher gave the posttest in a same format. In the control class, the researcher asked the student to do the test in form of an online test by google classroom. It means that the students had to answer the 25 questions by sending photos of their answers on google classroom. On the other hand, in experimental class, the researcher asked the students to do the test in the application.

1. Data results of Pre-test Control Class and Experimental Class

a. Pre test of Control Class

Pre-test class is a class which was given a treatment in teaching simple present tense but the students do not get the treatment with application. the researcher used conventional method in learning process. The students followed the rule of learning process without Hello English Application. the subject was students in 7B. The students consists of 30 students. the highest score was 80 the lowest score was 28. The mean of students score was 52.93. The students score of the control class can be seen on the following table 4.1:

Table 4.1 Students scores Pre test of Control Class

| No | Name | Pre test |
|----|----------|----------|
| 1 | AG | 68 |
| 2 | AND | 72 |
| 3 | AZH | 76 |
| 4 | CNDR | 28 |
| 5 | CDKA | 60 |
| 6 | DHF | 44 |
| 7 | ET | 32 |
| 8 | FRZ | 32 |
| 9 | GNSA | 48 |
| 10 | GLB | 44 |
| 11 | HFS | 52 |
| 12 | LTFI | 48 |
| 13 | MAVN | 60 |
| 14 | MKT | 48 |
| 15 | NBL | 28 |
| 16 | NZA | 60 |
| 17 | NZW | 72 |
| 18 | NVI | 64 |
| 19 | RCHN | 80 |
| 20 | RVN | 40 |
| 21 | RCHA | 64 |
| 22 | RSKA | 48 |
| 23 | SNDY | 32 |
| 24 | VTA | 44 |
| 25 | YSF | 36 |
| 26 | YLI | 64 |
| 27 | MRSA | 76 |
| 28 | SNT | 60 |
| 29 | DN | 76 |
| 30 | AHMD | 32 |
| | Σ | 1588 |
| | Mean | 52.93 |
| | maximum | 80 |
| | score | |
| | minimum | 28 |
| | score | |

Table 4.2 Descriptive Statistic Pre-test of Control Class

| Statistics | | |
|--|---------|-----------------|
| Pretest | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 52,93 |
| Std. Error of Mean | | 2,963 |
| Median | | 50,00 |
| Mode | | 32 ^a |
| Std. Deviation | | 16,229 |
| Variance | | 263,375 |
| Range | | 52 |
| Minimum | | 28 |
| Maximum | | 80 |
| Sum | | 1588 |
| a. Multiple modes exist. The smallest value is shown | | |

As the result of the Table 4.2 above shows that there were 30 students as subject or participants. The mean of students' score in pre-test was 52.93; the median was 50.00; and the mode was 32. The standard deviation was 16.229 and the sum was 1588.

The frequency distribution of student's score was presented on the following table 4.3:

Table 4.3 Frequency Pre-test of Control Class

| Pretest | | | | | |
|---------|----|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 28 | 2 | 6,7 | 6,7 | 6,7 |
| | 32 | 4 | 13,3 | 13,3 | 20,0 |
| | 36 | 1 | 3,3 | 3,3 | 23,3 |
| | 40 | 1 | 3,3 | 3,3 | 26,7 |
| | 44 | 3 | 10,0 | 10,0 | 36,7 |
| | 48 | 4 | 13,3 | 13,3 | 50,0 |
| | 52 | 1 | 3,3 | 3,3 | 53,3 |
| | 60 | 4 | 13,3 | 13,3 | 66,7 |
| | 64 | 3 | 10,0 | 10,0 | 76,7 |

| | | | | |
|-------|----|-------|-------|-------|
| 68 | 1 | 3,3 | 3,3 | 80,0 |
| 72 | 2 | 6,7 | 6,7 | 86,7 |
| 76 | 3 | 10,0 | 10,0 | 96,7 |
| 80 | 1 | 3,3 | 3,3 | 100,0 |
| Total | 30 | 100,0 | 100,0 | |

Based on the data of the table 4.3, it showed that 2 students get score 28, 4 students get score 32, 1 students get score 36, 1 students get 40, 3 students get score 44, 1 students get score 52, 4 students get score 60, 3 students get score 64, 1 students get score 68, 2 students get score 72, 3 students get score 76 and 1 students get score 80.

b. Pre-test of Experimental Class

The pre-test was done July, 19th 2021. Experimental class is class which got treatment by using Hello English Application in Student's English Grammar Achievement at First Grade of MTSN 6 Tulungagung in pandemic Covid-19. The subject of the study consists of 30 students in 7A class. The highest score was 88 and the lowest score was 24. By using SPSS 26.0, it was known that the mean of students score in pre test was 53,47. The result can be seen in table 4.4:

Table 4.4 Student's scores Pre test of Experimental Class

| No | Name | Pre test |
|----|------|----------|
| 1 | AMD | 64 |
| 2 | ANDK | 76 |
| 3 | AZH | 68 |
| 4 | CHTY | 32 |
| 5 | CHL | 64 |
| 6 | MHNO | 44 |
| 7 | AMDH | 36 |
| 8 | JVT | 32 |

| | | |
|----|----------|-------|
| 9 | LTNA | 60 |
| 10 | MLN | 36 |
| 11 | NBL | 56 |
| 12 | NZM | 40 |
| 13 | RZ | 72 |
| 14 | RN | 52 |
| 15 | RWN | 32 |
| 16 | RZI | 52 |
| 17 | RD | 84 |
| 18 | BG | 68 |
| 19 | SLV | 88 |
| 20 | SV | 40 |
| 21 | SN | 48 |
| 22 | TRT | 28 |
| 23 | TT | 28 |
| 24 | AR | 28 |
| 25 | IND | 24 |
| 26 | KH | 80 |
| 27 | NJW | 88 |
| 28 | NTA | 80 |
| 29 | WF | 80 |
| 30 | ZK | 24 |
| | Σ | 1604 |
| | Mean | 53,47 |
| | maximum | 88 |
| | score | |
| | minimum | 24 |
| | score | |

Table 4.5 Descriptive Statistic Pre test of Experimental Class

| Statistics | | |
|--------------------|---------|-----------------|
| Pretest | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 53,47 |
| Std. Error of Mean | | 3,886 |
| Median | | 52,00 |
| Mode | | 28 ^a |

| | |
|--|---------|
| Std. Deviation | 21,283 |
| Variance | 452,947 |
| Range | 64 |
| Minimum | 24 |
| Maximum | 88 |
| Sum | 1604 |
| a. Multiple modes exist. The smallest value is shown | |

As the result of the Table 4.5 above shows that there were 30 students as subjects or participants. The mean of students' score in pre-test was 53.47; the median was 52.00; and the mode was 28. The standard deviation was 21.283 and the sum was 1604.

The frequency distribution of student's score was presented on the following table 4.6:

Table 4.6 Frequency Pre test of Experimental Class

| Pretest | | | | | |
|---------|----|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 24 | 2 | 6,7 | 6,7 | 6,7 |
| | 28 | 3 | 10,0 | 10,0 | 16,7 |
| | 32 | 3 | 10,0 | 10,0 | 26,7 |
| | 36 | 2 | 6,7 | 6,7 | 33,3 |
| | 40 | 2 | 6,7 | 6,7 | 40,0 |
| | 44 | 1 | 3,3 | 3,3 | 43,3 |
| | 48 | 1 | 3,3 | 3,3 | 46,7 |
| | 52 | 2 | 6,7 | 6,7 | 53,3 |
| | 56 | 1 | 3,3 | 3,3 | 56,7 |
| | 60 | 1 | 3,3 | 3,3 | 60,0 |
| | 64 | 2 | 6,7 | 6,7 | 66,7 |
| | 68 | 2 | 6,7 | 6,7 | 73,3 |
| | 72 | 1 | 3,3 | 3,3 | 76,7 |
| | 76 | 1 | 3,3 | 3,3 | 80,0 |
| | 80 | 3 | 10,0 | 10,0 | 90,0 |
| | 84 | 1 | 3,3 | 3,3 | 93,3 |
| 88 | 2 | 6,7 | 6,7 | 100,0 | |
| Total | | 30 | 100,0 | 100,0 | |

Based on the data of the table 4.6, it showed that 2 students get score 24, 3 students get score 28, 3 student get score 32, 2 students get score 36, 2 students get score 40, 1 student get score 44, 1 student get score 48, 2 students get score 52, 1 student get score 56, 1 student get score 60, 2 students get score 64, 2 students get score 68, 1 student get score 72, 1 student get score 76, 3 students get score 80, 1 student get score 84, and 2 students get score 88.

c. Overview of the Data Result Pre-test

Based on the data of the pre-test class and the control class the values obtained from the two classes are relatively the same. This means that there is a slight difference in the scores obtained from the two classes. The mean of students' score in pre-test control class was 52,93 and the mean of students' score in pre-test experimental class was 53.47. From the results of the mean values of the two classes, it can be seen that the difference is very small.

2. Data results Post-test of Control Class and Experimental Class

a. Post-test of Control class

The mean score in the control class resulted from post-test was 70.67 with the higher score was 84 and the lowest score was 60. The student's score of the control class can be seen on the following table 4.7:

Table 4.7 Student's score Post test of Control Class

| No | Name | Post test |
|----|---------------|-----------|
| 1 | AG | 60 |
| 2 | AND | 68 |
| 3 | AZH | 72 |
| 4 | CNDR | 68 |
| 5 | CDKA | 60 |
| 6 | DHF | 68 |
| 7 | ET | 64 |
| 8 | FRZ | 72 |
| 9 | GNSA | 76 |
| 10 | GLB | 60 |
| 11 | HFS | 72 |
| 12 | LTFI | 72 |
| 13 | MAVN | 76 |
| 14 | MKT | 64 |
| 15 | NBL | 80 |
| 16 | NZA | 80 |
| 17 | NZW | 60 |
| 18 | NVI | 64 |
| 19 | RCHN | 72 |
| 20 | RVN | 76 |
| 21 | RCHA | 64 |
| 22 | RSKA | 68 |
| 23 | SNDY | 68 |
| 24 | VTA | 64 |
| 25 | YSF | 72 |
| 26 | YLI | 72 |
| 27 | MRSA | 68 |
| 28 | SNT | 64 |
| 29 | DN | 60 |
| 30 | AHMD | 80 |
| | Σ | 2064 |
| | Mean | 68,8 |
| | Maximum score | 80 |
| | Minimum score | 60 |

Table 4.8 Descriptive Statistic Post-test of Control Class

| Statistics | | |
|--------------------|---------|--------|
| posttest | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 68,80 |
| Std. Error of Mean | | 1,141 |
| Median | | 68,00 |
| Mode | | 72 |
| Std. Deviation | | 6,250 |
| Variance | | 39,062 |
| Range | | 20 |
| Minimum | | 60 |
| Maximum | | 80 |
| Sum | | 2064 |

As shown on the Table 4.8 above shows that there were 30 students as subjects or participants. The mean of students score in post-test was 68,80; the median 68.00 and the mode was 72. The standard deviation was 6.250 and the sum was 2064.

The frequency distribution of student's score was presented on the following table 4.9:

Table 4.9 Frequency Post-test of Control Class

| Posttest | | | | | |
|----------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 60 | 5 | 16,7 | 16,7 | 16,7 |
| | 64 | 6 | 20,0 | 20,0 | 36,7 |
| | 68 | 6 | 20,0 | 20,0 | 56,7 |
| | 72 | 7 | 23,3 | 23,3 | 80,0 |
| | 76 | 3 | 10,0 | 10,0 | 90,0 |
| | 80 | 3 | 10,0 | 10,0 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

Based on the data of table 4.9 above, it showed that 5 students get score 60, 6 students get score 64, 6 students get score 68, 7 students get score 72, 3 students get score 76 and 3 student get score 80.

b. Post-test of Experimental Class

In the experimental class, the mean of post-test were resulted 76.53 with the highest score was 88 and the lowest score was 60. The result can be seen in table 4.10:

Table 4.10 Student's scores Post test of Experimental Class

| No | Nama | Post test |
|----|------|-----------|
| 1 | AMD | 88 |
| 2 | ANDK | 72 |
| 3 | AZH | 60 |
| 4 | CHTY | 60 |
| 5 | CHL | 84 |
| 6 | MHNO | 76 |
| 7 | AMDH | 60 |
| 8 | JVT | 84 |
| 9 | LTNA | 80 |
| 10 | MLN | 84 |
| 11 | NBL | 72 |
| 12 | NZM | 72 |
| 13 | RZ | 68 |
| 14 | RN | 68 |
| 15 | RWN | 76 |
| 16 | RZI | 72 |
| 17 | RD | 84 |
| 18 | BG | 88 |
| 19 | SLV | 80 |
| 20 | SV | 76 |
| 21 | SN | 76 |
| 22 | TRT | 84 |
| 23 | TT | 84 |
| 24 | AR | 80 |
| 25 | IND | 72 |

| | | |
|----|---------------|-------|
| 26 | KH | 76 |
| 27 | NJW | 80 |
| 28 | NTA | 84 |
| 29 | WF | 80 |
| 30 | ZK | 76 |
| | Σ | 2296 |
| | Mean | 76,53 |
| | Maximum score | 88 |
| | Minimum score | 60 |

Table 4.11 Descriptive Statistic Post-test of Experimental Class

| Statistics | | |
|--------------------|---------|--------|
| posttest | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 76,53 |
| Std. Error of Mean | | 1,432 |
| Median | | 76,00 |
| Mode | | 84 |
| Std. Deviation | | 7,842 |
| Variance | | 61,499 |
| Range | | 28 |
| Minimum | | 60 |
| Maximum | | 88 |
| Sum | | 2296 |

As the result of the Table 4.11 above shows that there were 30 students as subjects or participants. The mean of students' score in post-test was 76.53; the median was 76.00; and the mode was 84. The standard deviation was 7.842 and the sum was 2296.

The frequency distribution of student's score was presented on the following table 4.12:

Table 4.12 Frequency Post-test of Experimental Class

| Posttest | | | | | |
|----------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 60 | 3 | 10,0 | 10,0 | 10,0 |
| | 68 | 2 | 6,7 | 6,7 | 16,7 |
| | 72 | 5 | 16,7 | 16,7 | 33,3 |
| | 76 | 6 | 20,0 | 20,0 | 53,3 |
| | 80 | 5 | 16,7 | 16,7 | 70,0 |
| | 84 | 7 | 23,3 | 23,3 | 93,3 |
| | 88 | 2 | 6,7 | 6,7 | 100,0 |
| | Total | 30 | 100,0 | 100,0 | |

Based on the data of the table 4.12, it showed that 3 students get score 60, 2 students get score 68, 5 students get score 72, 6 students get score 76, 5 students get score 80, 7 students get score 84 and 2 students get score 88.

c. Overview of the Data Result Post-test

The results that have been described in descriptive statistics are then compared to get an overview of scores between classes after receiving treatment and seeing the progress achieved in each class. It can be seen with the following pictures.

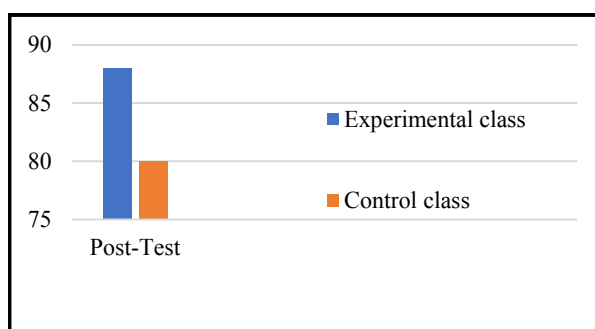
**Figure 4.1 Overview of both classes score comparison**

Figure 4.1 above shows a graph of the average post-test scores. In the post-test the experimental class and the control class showed a very significant difference. In the experimental class the scores were higher than in the control class, and the difference was very large. In the control class, the average value is 80 while in the experimental class the average value is 85, this show is a significant score.

3. The Result of Normality Testing

Normality testing is important to conduct determine whether the gained data was normal or not. the researcher used SPSS 26.0 using the *Kolmogorov-Smirnov* as parametric test by the value of significance (α) = 0.05. The result of normality testing can be seen in the table 4.13:

Table 4.13 Normality Test of Experimental Class and Control Class

| Tests of Normality | | | | |
|--------------------|------------------|---------------------------------|----|------|
| | Kelas | Kolmogorov-Smirnov ^a | | |
| | | Statistic | df | Sig. |
| Hasil | Preexperimental | ,137 | 30 | ,160 |
| | Postexperimental | ,140 | 30 | ,141 |
| | Precontrol | ,135 | 30 | ,171 |
| | Postcontrol | ,145 | 30 | ,106 |

a. Lilliefors Significance Correction

Based on the table 4.13 it was known that the significant value from post test experimental class was 0.141 and in post test control class was 0.106. The value of sig/p in post test experimental class was 0.141 and that was bigger than 0.05 ($0.141 > 0.05$) means that the data was in normal distribution. Then, in post test control class the value of sig/p was 0.106 and that was bigger than 0.05 ($0.106 > 0.05$) means that the data was in normal distribution. It also means that H_0 was accepted and H_a

was rejected. So, it can be interpreted that both of class were in normal distribution.

4. The Result of Homogeneity Testing

Homogeneity tests were tested by researchers to see if the students were the same or homogeneity. The test to get the students' scores, the researcher then reduce the lowest to the highest and a range higher class is more heterogeneous. In this result, the researchers use SPSS 26.0 version.

Table 4.14 Test of Homogeneity of Variances

| Test of Homogeneity of Variance | | | | | |
|---------------------------------|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Hasil | Based on Mean | ,887 | 1 | 58 | ,350 |
| | Based on Median | ,947 | 1 | 58 | ,335 |
| | Based on Median and with adjusted df | ,947 | 1 | 54,076 | ,335 |
| | Based on trimmed mean | ,952 | 1 | 58 | ,333 |

Based on the table 4.14, it was known that the significance value based on mean was 0.333 it means that the significant value was more than 0.333 ($0.333 > 0.05$). It means that H_0 was accepted and H_a was rejected. So, it can be concluded that the homogeneity of variance test in both classes in this study shows that the data has a homogeneous variance.

Based on data analysis the result of the normality testing and homogeneity, the data of normality test experimental class and control class was in normal distribution. It also means that H_0 was accepted and H_a was rejected. it can be concluded that both of class were in normal

distribution. the data of homogeneity test is H_0 was accepted and H_a was rejected. It can be concluded that the homogeneity testing of variance in both class in this research showed that the data had homogeneous variance. The data was further analyzed to examine the research hypothesis by using T-test. The result of T-test is called the inferential statistic. After the researchers tested the hypothesis, the results of the T-test provided answers to research questions about the effectiveness of the Hello English application in this study.

5. Hypothesis Testing

Because the data collected has been proven normality and homogeneity, so the data is analyzed further to test the research hypothesis by using the T-test. After testing the hypothesis, the results of the T-test provide conclusions on the research questions about the effectiveness of the Hello English application in this study.

In table 4.15 it shows the result of T-test analysis of post test score in experimental class and control class after the experimental class was given treatment with Hello English application and the control group with lecturing and using conventional method. *The equal variance assumed* is used to read the result and refer to a significance level of $\alpha = 0.05$ (5%).

Table 4.15 The result of Analyzing Independent sample T-test

| | | 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 | Equal variances assumed | ,887 | ,350 | 4,224 | 58 | ,000 | 7,733 | 1,831 | 4,068 | 11,398 |
| | Equal variances not assumed | | | 4,224 | 55,250 | ,000 | 7,733 | 1,831 | 4,065 | 11,402 |

Based on table 4.15, it can be seen that there are different independent groups. there is a significant difference in the value of the experimental class. independent test results p-value or sig (2 tailed) = 0.000 (0%). From these results, it can be concluded that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted because the p-value (0.000) is smaller than sig = 0.05 (5%). So, the Hello English application is effective for teaching students grammar achievements.

B. Discussion

From the results of the study, it can be concluded that the Hello English application is effectively used in learning grammar because there are significant differences in the results between the grammar test using the Hello

English application and using conventional learning methods. The findings of this study were also performed by previous studies conducted by Deswati (2017) which used the Hello English application as a learning method that serves to improve students' grammar achievement. This study was also performed by previous studies conducted by Seroja (2019) and Fendiasari (2020) which used the Hello English application as a learning method that serves to increase students' vocabulary.

Based on data analysis the result of the T-test was 4.224 with the $df = 58$ and the p-value (two-tailed) was $sig = 0.000$. Given that the present was a one-tailed test. So, the p-value ($sig = 0.000$) was divided into $: 0.000/2 = 0.000$. The $sig = 0.000$ is smaller than the significance $sig = 0.05$. So, the null hypothesis was rejected. This also means that there is statistical significance in the experimental class. So, Hello English application was effective to teach students' English grammar.

From the results of the data analysis, it means that the use of the Hello English application is effective to teach in students' English grammar of grade 1 students at MTsN 6 Tulungagung in the Covid-19 pandemic. The students also enjoy the techniques to learn with the application of grammar in the Pandemic Covid-19 section. Now conditions in Indonesia are being affected by the Covid-19 Pandemic and require schools to study online using the Hello English Application as a good medium for learning grammar online with their smartphones. As stated by Nusir (2013: 311) the ability of students to use media in education other than for entertainment or social activities might be

a positive impact on education, this statement represents the use of applications in a smartphone as a medium in the learning process. Hello English application includes many languages but here focused on the English language. In Hello English application many features to learn and can improve the English language for example grammar, vocabulary, listening, writing, reading, and game English grammar.

Based on the treatment that has been given to the experimental class and the control class, there are many differences. In the experimental class, the use of Hello English media as support in teaching grammar helps students in learning English, especially grammar. Because students become more enthusiastic in learning English, especially grammar. As stated by Clark (2013) technology can be used as an engaging, supplementary tool to foster grammar learning for students. To learn grammar more fun and interesting, the teacher should use the media of teaching. It can increase the student's enjoyment of the subject. In the control class, students were less enthusiastic because they only used the conventional method. So that the treatment carried out in the experimental class can be said to be successful in teaching grammar compared to the control class. Based on test results from teaching grammar using the Hello English application, this application makes it easier for students to be interested and understand grammar properly and correctly. Nurhayati (2020) states that grammar is one of the tree crucial components in getting to know English. Grammar must be structured with a certain formula to make it sense. If those unstructured words are used in a communication,

the information cannot be delivered well. Because before students begin to apply their grammar to make write in text, students can make good sentences and can share or discuss with friends through the application.

From the explanation above, it can be concluded that in this study the use of the Hello English application was effective for teaching English grammar to students at MTsN 6 Tulungagung.