

CHAPTER IV

FINDING AND DISCUSSION

The finding present the result of the data collected through test to see how the students compare after being given the treatment using the ELSA Speak application. In the discussion section, the researcher present their finding.

A. Finding

In the finding section of this study present data on the result of the pre-test and post-test where in the pre-test students are asked to prepare a paired dialog text which aims to test their basic English speaking skill before being given treatment by researcher using the ELSA Speak application. While the post-test is given after the learner are given treatment with the aim of knowing the comparison of the learners' English speaking ability whether there is an increase before and after treatment. The assessment of learners in the pre-test and post-test include grammar, content, pronunciation, vocabulary, and fluency. The data of the research result are as follows:

1. Implementation of Research

This study was conducted by researcher for 4 meeting. At each meeting, research activities will be carried out using learning tools that have been prepared previously. As for the implementation of research conducted by researcher as follows:

Table 4. 1 Implementation of Research

No.	Implementation	Activity Description
1.	6 January 2025	Implemetation of the initial questionnaire, introduction, and administering the pre-test to students.
2.	13 January 2025	Conducting further pre-test and giving treatment to students.
3.	3 February 2025	Implementation of the post-test
4.	10 February 2025	Administering the post-test and final questionnaire to students.

The research data presented include data from the questionnaire on the initial condition of students', data from the pre-test and post-test result, and students' responses to learning devices using several tables.

2. Student Initial Condition Questionnaire

The result of the students' initial condition questionnaire are calculated using a Likert Scale. The purpose of giving this questionnaire to students is to measure the initial condition of students toward English learning before being carried out or given treatment in this study. The result of the questionnaire are as follows :

Initial Condition Questionnaire Calculation Table with Likert Scale											
Number	Statement	Answer Categories					Answer Calculation Results				
		STS	TS	N	S	SS	STS	TS	N	S	SS
1	I'm try to understand English lessons	2	5	5	8	16	2	10	15	32	80
2	I'm find it difficult to learn English	1	4	13	7	11	1	8	39	28	55
3	I'm enjoy learning English	1	8	9	1	6	1	16	27	4	30
4	I always follow English learning activities from beginning to end	1	6	7	4	18	1	12	21	16	90
5	I do most of my work without the help of my friend	3	12	11	3	7	3	24	33	12	35
6	I mark some important parts in English books	3	10	14	5	4	3	20	42	20	105
7	I help friend who have diffulty learning English	2	10	13	7	4	2	20	39	28	109
8	I can find answers by using the help of application (google translate, genius ot chatGPT)	1	7	7	7	14	1	14	21	28	134
9	I always prepare question before the English learning time start	1	2	3	4	5	1	4	9	16	25
10	I take notes on all explanation from the teacher	1	5	6	12	12	1	10	18	48	137
11	I try to find other references when I find it difficult to do English questions	1	8	10	8	9	1	16	30	32	124
12	I can easily understand and explain a question	2	14	9	7	4	2	28	27	28	105
13	I always discuss with my friends if I find a difficulty	0	4	7	7	18	0	8	21	28	147
14	It takes me a lot of time to solve an English problem	2	1	7	12	14	2	2	21	48	70
15	It takes me a little time to solve an English problem	5	12	8	4	7	5	24	24	16	104

Picture 4. 1 Table of Student Initial Condition Questionnaire

Table 4. 2 Likert Scale Categories

Category	Answer Score
SS	5
S	4
N	3
TS	2
STS	1

Y = highest Likert score x number of respondents	180		
X = lowest Likert score x number of respondents	36		
1 Indeks Persentase 1	77%	Good	
2 Indeks Persentase 2	73%	Good	
3 Indeks Persentase 3	43%	Fair	
4 Indeks Persentase 4	78%	Good	
5 Indeks Persentase 5	59%	Fair	
6 Indeks Persentase 6	58%	Fair	
7 Indeks Persentase 7	61%	Good	
8 Indeks Persentase 8	74%	Good	
9 Indeks Persentase 9	31%	Less	
10 Indeks Persentase 10	76%	Good	
11 Indeks Persentase 11	69%	Good	
12 Indeks Persentase 12	58%	Fair	
13 Indeks Persentase 13	82%	Very Good	
14 Indeks Persentase 14	79%	Good	
15 Indeks Persentase 15	58%	Fair	

Picture 4. 2 Table of Percentage Index of Student Initial Condition Questionnaire Results

Based on the results of the percentage index calculation, it can be concluded that some of the students are still less interested in learning English speaking skills. This is evidenced by the third and fourteenth statement stating that they do not feel comfortable when learning English and they need a lot of time to complete an English questions. From some of their statement, supported by several others statement stating that they do not find it easy to understand and explain an English

questions and they also need a lot of time to complete an English questions.

Based on these results, the researcher applied a new learning model to students in class 10 Hospitality 1 SMK Negeri 1 Buduran, namely by using the ELSA Speak application to help improve their English speaking skills.

3. Hypothesis Testing

No	Initial Name	Grammar	Content	Pronunciation	Vocabulary	Fluency	Score	Classification
1.	AF	10	10	5	10	5	40	Less
2.	AAA W	10	5	5	5	5	30	Less
3.	ADPS	5	5	10	5	10	35	Less
4.	ASH	5	5	5	5	5	25	Less
5.	AAE	10	10	10	10	10	50	Less
6.	ARK	5	5	5	5	10	30	Less
7.	AS	5	5	5	5	5	25	Less
8.	BEP	15	10	5	10	10	50	Less
9.	CCL	10	5	5	10	10	40	Less
10.	CKR	10	5	5	5	5	30	Less
11.	DAP	5	5	10	5	5	30	Less
12.	FRP	5	5	5	5	5	25	Less
13.	FSW	5	5	5	5	5	25	Less
14.	GRA	5	5	5	5	5	25	Less
15.	INL	5	5	5	5	10	30	Less
16.	KFF	10	5	10	10	5	40	Less
17.	KPC	10	5	5	10	5	35	Less
18.	KNP M	10	5	5	5	10	35	Less
19.	L	5	5	5	5	5	25	Less
20.	LAM	10	5	5	10	10	40	Less
21.	MRN J	5	5	5	5	5	25	Less
22.	MDP	10	5	5	5	5	30	Less
23.	MDC P	5	5	5	5	5	25	Less
24.	MGR	5	5	5	5	5	25	Less
25.	MRF	5	5	5	5	5	25	Less
26.	QWR A	10	10	5	10	10	45	Less
27.	RHF	5	5	5	5	5	25	Less
28.	RH	5	5	5	5	5	25	Less
29.	RAR	10	5	5	5	5	30	Less
30.	RH	5	5	10	5	5	30	Less
31.	RDC	10	5	5	5	5	30	Less
32.	RDA	10	5	5	5	10	35	Less
33.	RPP	10	5	5	5	5	30	Less
34.	RAA	5	5	5	5	5	25	Less
35.	RAA	5	5	5	5	5	25	Less
36.	VPH M	5	5	10	5	5	30	Less
Total Score							1125	
Mean							31,25	

Picture 4. 3 Table of Results and Classification of Student Pre-Test

N	Valid	36
	Missing	0
Mean		31,25
Median		30,00
Std. Deviation		7,209
Minimum		25
Percentiles	25	25,00
	50	30,00
	75	35,00

Picture 4. 4 Table of Average Class Pre-test Scores

Based on picture 4.3, the results and classification of the pre-test work of students can be seen, as many as 36 students got results with a classification of less with an average class scores of 31.25 which can be categorized as less which can be seen in picture 4.4.

Score_Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	14	38,9	38,9	38,9
	30	11	30,6	30,6	69,4
	35	4	11,1	11,1	80,6
	40	4	11,1	11,1	91,7
	45	1	2,8	2,8	94,4
	50	2	5,6	5,6	100,0
	Total	36	100,0	100,0	

Picture 4. 5 Table of Percentage Students' Pre-test Result

Based on the SPSS results shown in picture 4.5 regarding the percentage of pre-test results of 36 students. From these results it was found that all students or 36 students got scores in the less category. Of the 36 students, 14 students (38.9%) got a scores of 25, 11 students (30.6%) got a scores of

30,4 students (11.1%) got a scores of 35, 4 students (11.1%) got a scores of 40, 1 students (2.8%) got a scores of 45, and 2 students (5.6%) got a scores of 50.

No.	Initial Name	Grammar	Content	Pronunciation	Vocabulary	Fluency	Score	Classification
1.	AF	15	20	15	15	10	75	Good
2.	AAAW	10	20	15	15	10	70	Good
3.	ADPS	15	15	15	10	15	70	Good
4.	ASH	15	10	15	15	15	70	Good
5.	AAE	15	20	15	20	15	85	Very Good
6.	ARK	15	15	15	15	15	75	Good
7.	AS	10	15	15	15	10	65	Fair
8.	BEP	15	20	15	20	15	85	Very Good
9.	CCL	15	15	15	15	15	75	Good
10.	CKR	15	20	15	15	15	80	Very Good
11.	DAP	15	15	15	15	15	60	Fair
12.	FRP	15	20	15	15	10	75	Good
13.	FSW	10	10	5	10	5	40	Less
14.	GRA	10	15	5	10	5	45	Less
15.	INL	15	10	15	15	15	70	Good
16.	KFF	20	20	15	15	15	85	Very Good
17.	KPC	20	15	15	15	10	75	Good
18.	KNPM	20	15	15	15	15	80	Very Good
19.	L	15	20	15	15	15	80	Very Good
20.	LAM	15	20	15	15	15	80	Very Good
21.	MRNJ	15	15	10	15	10	65	Fair
22.	MDP	15	20	10	15	10	70	Good
23.	MDCP	15	20	10	15	10	70	Good
24.	MGR	10	15	10	15	10	60	Fair
25.	MRF	15	20	15	10	10	70	Good
26.	QWRA	15	15	15	15	15	75	Good
27.	RHF	15	20	15	10	10	70	Good
28.	RH	5	10	5	5	5	30	Less
29.	RAR	15	20	15	10	10	70	Good
30.	RH	10	15	10	15	15	65	Fair
31.	RDC	10	15	10	15	15	65	Fair
32.	RDA	20	15	15	15	15	80	Very Good
33.	RPP	15	20	10	15	10	70	Good
34.	RAA	15	20	15	15	15	80	Very Good
35.	RAA	15	20	10	15	10	70	Good
36.	VPHM	10	15	15	15	15	70	Good
Total							2520	
Mean							70,00	

Picture 4. 6 Table of Results and Classification of Learners Post-test

Based on picture 4.6, the results and classification of students post-test work can be seen, as many as 3 students got results with a classification of less, as many as 6 students got results with a classification of sufficient, as many as 18 students got results with a classification of good, and as many

as 9 students got results with a classification of very good. Based on picture 4.7 the average class scores during the post-test is 70 which can be categorized as good.

Statistics

Score_Posttest

N	Valid	36
	Missing	0
Mean		70,00
Median		70,00

Picture 4. 7 Table of Post-test Class Average Score

Score_Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	2,8	2,8	2,8
	40	1	2,8	2,8	5,6
	45	1	2,8	2,8	8,3
	60	2	5,6	5,6	13,9
	65	4	11,1	11,1	25,0
	70	12	33,3	33,3	58,3
	75	6	16,7	16,7	75,0
	80	6	16,7	16,7	91,7
	85	3	8,3	8,3	100,0
	Total	36	100,0	100,0	

Picture 4. 8 Table of Percentage of Students' Post-test Result

Based on picture 4.8 as many as 3 students (8.3%) get results with a classification of less, as many as 6 students (16.7%) get results with sufficient classification, as many as 18 students (50%) get results with good classification, and as many as 9 students (25%) get results with very good classification.

Table 4. 3 Data on Students' Pre-test and Post-test Result

No.	Student's Initial	Activities	
		Pre-Test	Post-Test
1.	AF	40	75
2.	AAAW	30	70
3.	ADPS	35	70
4.	ASH	25	70
5.	AAE	50	85
6.	ARK	30	75
7.	AS	25	65
8.	BEP	50	85
9.	CCL	40	75
10.	CKR	30	80
11.	DAP	30	60
12.	FRP	25	75
13.	FSW	25	40
14.	GRA	25	45
15.	INL	30	70
16.	KFF	40	85
17.	KPC	35	75
18.	KNPM	35	80
19.	L	25	80

No.	Student's Initial	Activities	
		Pre-Test	Post-Test
20.	LAM	40	80
21.	MRNJ	25	65
22.	MDP	30	70
23.	MDCP	25	70
24.	MGR	25	60
25.	MRF	25	70
26.	QWRA	45	75
27.	RHF	25	70
28.	RH	25	30
29.	RAR	30	70
30.	RH	30	65
31.	RDC	30	65
32.	RDA	35	80
33.	RPP	30	70
34.	RAA	25	80
35.	RAP	25	70
36.	VPHM	30	70

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test Kelas X	31,2500	36	7,20863	1,20144
Post Test Kelas X	70,0000	36	11,77164	1,96194

Picture 4. 9 Table of Paired Samples Statistics

In this study, hypothesis testing was carried out using simple linear regression, namely the **Paired Sample-Test**. The following hypothesis testing results are obtained.

Paired Samples Test								
		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre Test Class X- Post Test Class X	-38,75000	9,95526	1,65921	-42,11837	-35,38163	-23,354	,000

Picture 4. 10 Table of Hypothesis Testing Paired Sample T-test

From the hypothesis testing on SPSS 22.0, it can be seen that the significance value of $0.000 < 0.05$ is obtained, indicating that there is a significant effect of using the ELSA Speak application on improving the English speaking ability of class X Hospitality 1 students at SMK Negeri 1 Buduran. Based on the significance value of $0.000 < 0.05$, it can be stated that H_0 is accepted which mean that there is a significant effect of using ELSA Speak application on students' English speaking ability of class X Hospitality 1 at SMK Negeri 1 Buduran.

Based on the SPSS 22.0 picture 4.10 hypothesis test using the Paired Sample-Test formula, it is known that the t-count is negative which is equal to -23.354. t-count can be negative because there is a difference in the average value of the pre-test results compared to the average value of the post-test results. The t-count results is negative because the average pre-test results is lower than the average post-test value. In this case, a negative t-count value can be positive.

4. Students' Perception Questionnaire to Learning Activities

The results of the students' perception questionnaire to learning activities using the ELSA Speak application are presented in the following table :

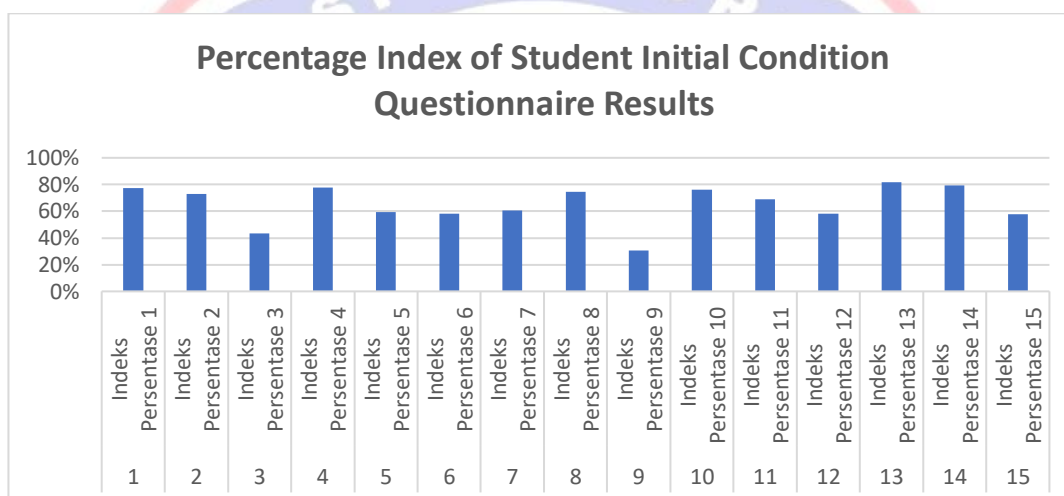
No.	Instrumen	Kriteria		Persentase	
		S/TS/TB	M/S/B	S/TS/TB	M/S/B
1.	What do you think about the difficulty level of using the ELSA Speak application in learning? (Difficult or Easy)	3	33	8%	92%
2.	What do you think about the level of difficulty of the learning material in the ELSA Speak application? (Difficult or Easy)	7	29	19%	81%
3.	What do you think about the use of features in the ELSA Speak application? (Difficult or Easy)	9	27	25%	75%
4.	What do you think about the post-test that has been given after learning to use ELSA Speak application? (Difficult or Easy)	7	29	19%	81%
5.	What do you think about some of learning activities using the ELSA Speak application? (Unhappy or Happy)	0	36	0%	100%
6.	Are you interested in participating in learning activities like the ones you have participated in now? (Disagree or Agree)	0	36	0%	100%
7.	What do you think about the way your teacher lesson in class if using the ELSA Speak application? (Not Good or Good)	0	36	0%	100%

Picture 4. 11 Table of Students' Perception Questionnaire to Learning Activities

Based on the picture 4.11 table of students' perception questionnaire results to learning activities using the ELSA Speak application, it was found that in the first aspect, 92% of students stated that they could easily understand learning using the ELSA Speak application, in the second aspect, 81% of students could easily receive learning material in the ELSA Speak application, in the third aspect, 75% of students stated that the features in the ELSA Speak application could be easily used and understood, in the fourth aspect, 81% of students were able to complete the post-test given at

the end of the study, in the fifth aspect, 100% of students stated that they were happy with the implementation of learning using the ELSA Speak application, in the sixth aspect, 100% of students were interested in participating in learning activities using the ELSA Speak application, and in the seventh aspect, 100% of students stated that the teacher methods of delivering learning was good so that they could easily receive learning materials.

B. Discussion

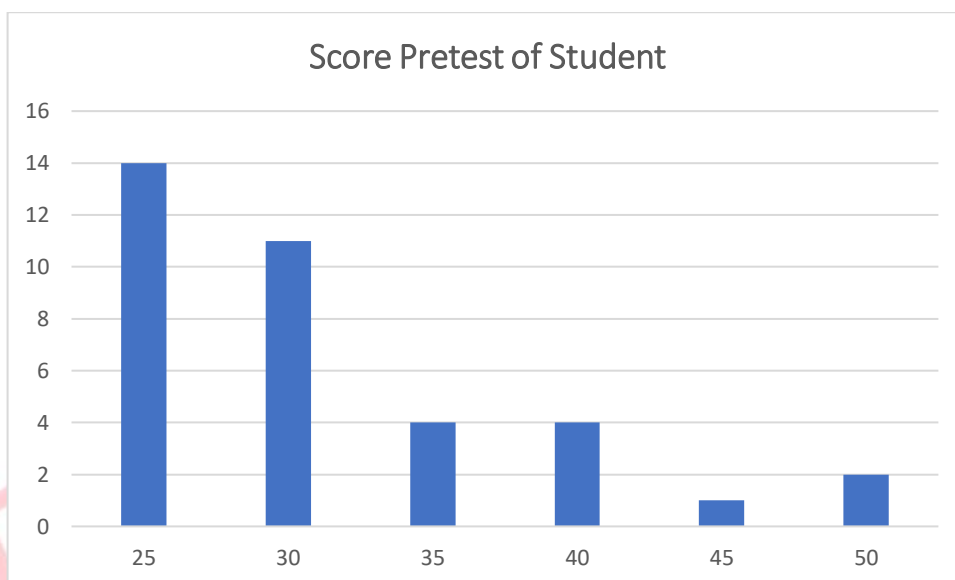


Picture 4. 12 Percentage Indexes of Students Initial Condition Questionnaire Results

The initial activities carried out by researcher before carrying out research on class X Hospitality 1 students at SMK Negeri 1 Buduran, researcher made initial observations by giving a questionnaire regarding the initial condition of students. It can be seen in table 4.15 the third statement show the results of 43% they enjoy or are comfortable in learning English which mean that 57% of students' are not comfortable in learning English. The second statement show teh results of 77% they find it difficut to learn

English which means that 23% of students are can easily to learning English.

This is also supported by statement fourteenth that 79% of learners agree that they need a lot of time to solve English questions.

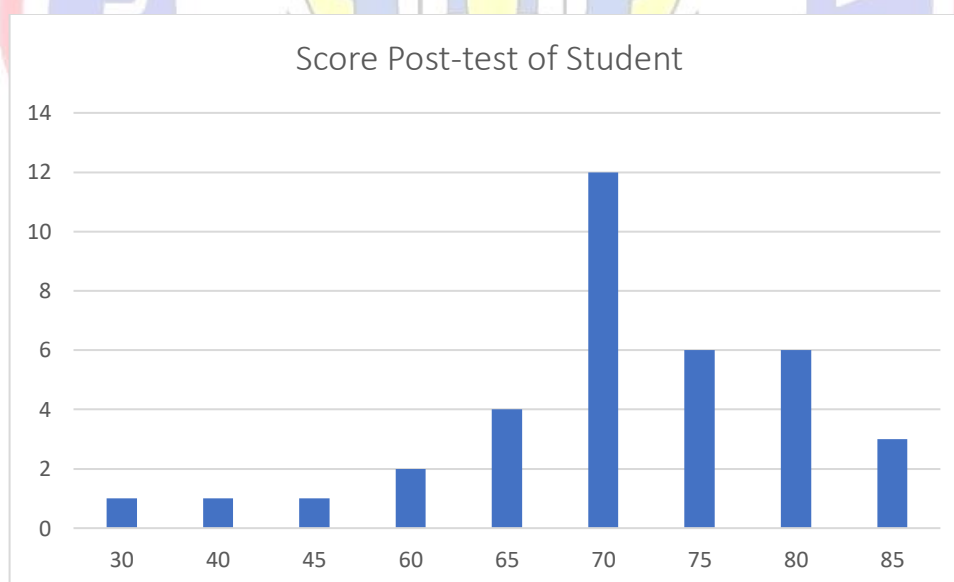


Picture 4. 13 Score Pretest of Students

Then, researcher conducted research by giving pre-test and post-test to students. The pre-test results of students in the chart above show 36 participants. Of the 36 learners, it was found that all learners or as many as 36 learners scored scores in the poor category. Of the 36 learners, 14 learners (38.9%) scored 25, 11 learners (30.6%) scored 30, 4 learners (11.1%) scored 35, 4 learners (11.1%) scored 40, 1 learner (2.8%) scored 45, and 2 learners (5.6%) scored 50. From the total pre-test score of learners, the class average was 31.25 (31%).

After the pre-test, the researcher gave the treatment to the learners by giving material about English speaking skill using ELSA Speak application through PowerPoint. The PowerPoint displayed some features of the ELSA

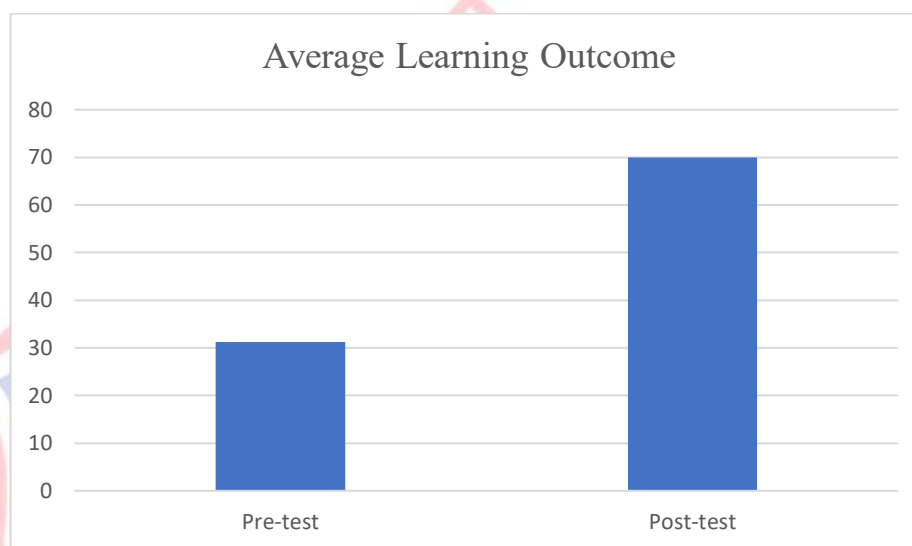
Speak application. In the second meeting, the researcher presented the PowerPoint to the learners which contained a brief explanation of the ELSA Speak application. Furthermore, the researcher explained that the ELSA Speak application would analyze the learners' English language skills to what extent and the application would provide recommendation on what learning materials were suitable for learners. In the third meeting, the researcher explained the features in the ELSA Speak application in detail as well as providing an implementation of the application. For example, as in the pronunciation feature, if there is an incorrect pronunciation, a red color will appear on the words and an explanation will be presented to help learners to pronounce it correctly and if the learners have pronounced it correctly, a green color will appear in the application.



Picture 4. 14 Score Post-test of Students

Then, the researcher gave a post-test to students which showed the results of 36 students as many as 1 (2.8%) students scored 30, as many as 1

(2.8%) students scored 40, as many as 1 (2.8%) scored 45, as many as 2 (5.6%) students scored 60, as many as 4 (11.1%) students scored 65, as many as 12 (33.3%) students scored 70, as many as 6 (16.7%) students scored 75, as many as 6 (16.7%) scored 80, as many as 3 (8.3%) scored 85. From the total post-test scores of students, the class average is 70 (70%).



Picture 4. 15 Average Learning Outcome

Based on the average calculation graph before and after the test on class X Hospitality 1 students at SMK Negeri 1 Buduran, it can be seen that the average post-test results are higher than the pre-test. The results of the students' pre-test obtained a class average of 31.25 (31%) while for the results of the students post-test obtained a class average of 70 (70%). After being given the pre-test and post-test, students learning outcomes increased by 39%. This show that the use of ELSA Speak application can be used as a new learning innovation to improve students' English speaking skills at SMK Negeri 1 Buduran.

Referring to the calculation results above, it is found that the sig value (2-tailed) is 0.000. The significant value is $<$ than the significance value of 0.05. Based on this, it can be concluded that H_0 is accepted and H_a is rejected, so that the result of hypothesis testing show that there is a significant difference in the use of the ELSA Speak application on improving students' English speaking skills in class X Hospitality 1 SMK Negeri 1 Buduran.

The conclusions that can be drawn is that after the implementation of learning by using the ELSA Speak application can improve students' English speaking skills and also provide a positive responses to the uses of new application that can be used by educators at SMK Negeri 1 Buduran, so it can be concluded that the use of the ELSA Speak application to improve students' English speaking skills can be said to be effective.

The results of this study when compared to research conducted by Lesmana (2022) with the title "Using ELSA Speak Application to Improve Students' Speaking Skill at UPT SPF SMPN 17 Makassar" based on research conducted it can be concluded that the use of the ELSA Speak application can improve the speaking ability of class VIII students at UPT SPF SMPN 17 Makassar. This is measure from the pre-test and post-test scores given to students. Based on the results of data analyzed, it can be seen that the ELSA Speak application is easier to use by students because with a very detailed procedure, students more easily understand pronunciation and fluency in speaking English. This is evidenced in the increase in the average

learning of learners who initially at the time of the pre-test the class average was 54.2 and at the time of the post-test the class average was 76.3. The average pre-test and post-test results increased by 22.1 (22%). From this, there is a difference where this study experienced an increase in class average of 39% while the research conducted by Lesmana (2022) only experienced an increase of 22%. This equally proves that the ELSA Speak application is an application that can help improve students' English language skills.

