

CHAPTER IV

THE RESULT OF DEVELOPMENT

In this chapter the researcher would like to present the result of development. It covered about the result of need analysis, the design of the products, the development of the product, the implementation and the evaluation

4.1 The Result of Need Analysis

In this study, the researcher took an interview with the English teacher of the 7th grade in Mts. Muhammadiyah 9 as data collection. There were some questions researcher asked to the teacher then the researcher observed and interviewed the teacher and gave questionnaires to the students of Mts. Muhammadiyah 9 Wotan in order to get the Need Analysis; the researcher also observed the syllabus, the course book and the material taught.

4.1.1 Target Need

To get the target need, the researcher uses the interview and questionnaire as the instrument. After the researcher interviewed the teacher, the researcher found the problem made the students get difficulties in mastering reading skill that is the lack of media learning. The researcher not only interviewed the teachers, but also gave questionnaire to the students. The result was described as follows:

The first question was about why they have to learn English. There were 61% of respond students learn English for their study, there were 11% of respond students answered that they learn English for their job when they grow adult, and

there were 17% of respond students answered that they learn English in order to mastery English language. It means that most of the students learn English for their study and mastery English for necessity in future for.

The second and third question was about the level of education of participants, there were 100% of respond students answered that they at secondary school, and level of knowledge of participants, there were 100% of respond students answered that they students.

The fourth question was about with whom they learn English, there were 56% of respond students answered that they learn English with the English teacher, and the level of knowledge of teacher is the expert. There were 44% of respond students answered that they learn English with their friends, and the level of knowledge is the students.

The fifth question was about their goal in learning English, there were 28% of respond students answered that they learn English to prepare the examination, there were 44% of respond students answered that they learn English to mastery all of skills including reading, and there were 28% of respond students answered that they learn English to mastery English language.

The sixth question was about whether they like in reading class or not, there were 61% of respond students answered that they do not really like in reading class, there were 17% of respond students answered that they do not like reading class, and there were 44% of respond students answered that they like reading class, most of them gave comment that they did not know the meaning or the vocabulary. Another comment were about English is too difficult in mastering it.

The seventh question was about whether they always use their reading skill or not. There were 39% of respond students answered that they use reading skill rarely, there were 33% of respond students answered that they sometime use reading skill, and there were 28% of respond students answered that they never use reading skill.

The eighth question was about in which activity they usually use reading skill. There were about 33% of respond students answered that they usually read English story, there were 39% of respond students answered that they usually read English lyrics song, and there were 28% of respond students answered that they usually read texts in the book.

The ninth question was about whether English is important or not. There were 50% of respond students answered that English is important, there were 22% of respond students answered that English is less important, and there were 28% of respond students answered that English is very important.

The tenth question was about how their ability in reading skill is. There were 11% of respond students answered that they have good enough in reading skill and there were 89% of respond students answered that they dont have good ability in reading skill.

The eleventh question was about what the most favorite topic's content chosen by the students is. There were 68% of respond students answered that they like animal topic, there were 28% of respond students answered that they like Idol topic. There were 6% of respond students answered that they like thing in the class topic, and there were 6% of respond students answered that they like thing in the house topic.

The twelfth question was about whether English is compulsory or not. There were 100% of respond students answered that English is compulsory in their school

The last question was about whether they are motivated in learning English or not, especially in reading. There were 44% of respond students answered that they were motivated enough in learning reading, there were 50% of respond students answered that they were less motivated in learning reading and there were 6% of respond students answered that they were not motivated in learning reading.

The researcher found some problems then researcher summarized it into three results. The researcher knew that there were limited media so the teacher cannot give various media in teaching English. The researcher also knew that teacher give the monotonous way in teaching English; it is the effect of lack the media, so teacher could not do creativity in teaching. Sometime teacher only asked students to make a paper in writing skills. The researcher also knew that students get difficulties in understanding and memorizing some vocabularies. The researcher tries to make a material that can gather the three of target need that researcher found in need analysis in simple way.

4.1.2 Learning Need

The researcher also gave some questions to know the learning need. The result was described as follows;

The first question was about whether they listened carefully during the lesson or not. There were 44% of respond students answered that they listened

carefully in reading class, there were 50% of respond students answered that the sometime listened in reading class and there were 6% of respond students answered that they did not listen well in reading class. Most of them comment that reading class is too boring, they did not understand with the text.

The second question was about how the way to improve their listening skill is. There were 22% of respond students answered that they read English lyric song, there were 79% of respond students answered that they try to read English story and the rest try to memories the vocabularies.

The third question was about what their concept in learning English is. There were 68% of respond students answered that they memories the vocabularies. There were 33% of respond students answered that they read the text loudly.

The fourth question was about what method that considered as the most well studied is. There were 28% of respond students answered that they like learning using game and there were 39% of respond students answered that they like 61% of respond students answered that they like learning using computer. And there were 33% of respond students answered that they like learning using combination of game, computer and experiments.

The fifth question was about how the teaching technique they like is. There were 17% of respond students answered that they like to work in pairs, there were 28% of respond students answered that they like to work in group, and there were 56% of respond students answered that they like to work in combination of individual, pairs and group in learning.

The sixth question was about what the sources material that they like is. There were 11% of respond students answered that they like sources in book. There were 44% of respond students answered that they like sources in internet. There were 44% of respond students answered that they like source from application that can use in anywhere.

The seventh question was about what can make the students have big motivation in reading. There were 11% of respond students answered that they choose interesting media of learning, there were 11% of respond students answered that they choose theme and content of materials that easy to understand. There were 22% of respond students answered that they choose vocabulary that easy to memories, and there were 56% of respond students answered that they choose combination of those three.

The eighth question was about what kind of media they often use in learning English is. Most of students answered that they always use LKS in learning English, and sometime using pictures. The students did not choose the optional answer in the sheet its means they did not use radio, computer, tape recorder or CD in their learning.

The ninth question was about whether they are agreeing if the learning process is not always in the class or not. There were 83% of respond students really agree if the learning process isn't always in the class. There were 17% of respond students agree if the learning process isn't always in the class.

The tenth question was about where the students learn English is. There were 100% of respond students answered they learn English in the school.

The eleventh question was about how the condition of place is. There were 100% of students respond that they learn in quiet place and conducive. It is mean that this school is good for teaching learning activity.

The last question was about when they learn English is. There were 100% of respond students answered that they learn English twice in a week.

Here, the researcher also took interview with the English teacher of the 10th grade as data collection. There were some questions that the researcher asked to the teacher.

The first question was about what the curriculum that use in this school is. The teacher answered that the school using curriculum 2006/KTSP, but for teaching in 2014 will use curriculum 2013 applied only for 7th grade.

The second question was about what the material that taught in second semester is. The teacher answered that in reading text, there were two topics those were; descriptive text and procedure text.

The third question was about what the media that ever been used is. The teacher answered that in descriptive text because limitation of media, so she use pictures as media, by asking students to look for pictures of their favorite idol in teaching descriptive text. For teaching procedure text, ask students to using present object.

The fourth question was about How the students' motivation in learning English, based on teacher perception. The teacher answered that their motivation is less, because of students still not confident in speaks English and the lack of media learning.

The fifth question was about what the media that ever been used in teaching reading is. The teacher answered that she uses LKS and course book, understanding the word that available in it.

The sixth question was about is there any media or facilities that available in the school. The teacher answered that this school doesn't has facilities or media, just has a laboratory of computer. Fortunately there was a plan to buy the facilities soon. Amount of computer were available in the laboratory for about nine to ten computers.

The last question was about whether the teacher mastering IT well or not. The teacher answered that she has mastered IT enough, she mastered Microsoft office well, word, excel and also power point. The Autoplay has similarity like power point, so learning twice or three times could master it well.

From the learning needs above the researcher composed the drafts that used in developed the material, those are;

4.1.2.1 Teaching Method

Teaching method used by the researcher is Scientific Approach, the method included activity of (**Observing-Questioning-Exploring-Associating-Communicating**).

In pre-teaching activity the researcher gave introduction about the topic, its social function, generic structure or physical appearance of people, animal and thing. In main activity, the activity started with **Observing-Questioning** activity, where students observed about text, and then students gave a freedom to ask about the text so far. The next activity was **Exploring**, students learned to analyze the

video or text then summarized in their worksheet. The next activity was **Associating**, from the data that students got in exploring activities, the students composed it and made a paragraph related to the text or video. In **Communicating** activity; students presented their work. In post activity we gave some test, there were kind of test from each topic that researcher compose it from *Hot Potato application*.

4.1.2.2 Teaching Schedule

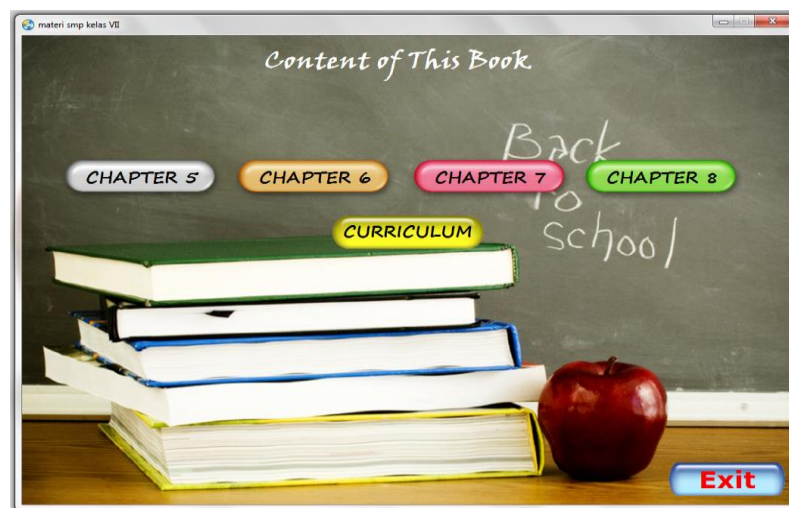
The researcher stated for one meeting (2x40 minute), the time of teaching was determined from the rule in curriculum 2013. The burden of learning for student of VII, VIII, and IX of junior high school in one week is 38 hour. The duration for 1 hour in teaching learning is 40 minute. The researcher tried out the material in chapter 8 about descriptive text of animal.

4.1.2.3 Teaching Evaluation

In order to have the student feedback about the product, the researcher gave close question to the students about their expectation toward learning English. Most of them said that they are like learning English with fun and enjoy. Because of their limitation in learning English made them burdened. The rest of students expect learning with playing. From the result above, the ideas come out from the researcher to make a computer as media in teaching learning and gave the interactive design to increase students interesting in learning English.

4.2 The Design of Product

The researcher made the design of the book as interesting as possible. First, the researcher began with the material. In this step the researcher developed the materials that available in second semester, based on syllable the researcher divides into four chapters. Those were chapter 5 consists of *Label & List* topic, chapter 6 consists of *Express and asking personal character* topic, chapter 7 consists of *Instruction, Short Notice & Warning* topic and chapter 8 consists of *Descriptive text* topic.



Picture 3.6 content of book

The material was dealt with the scientific approach, by putting the syllables in each chapter. For the background of page, the researcher chose various pictures to make the appearance interesting. The researcher also putted some unique sound when we clicked on them and it's made the design live and not plain.

When designing the activities for each chapter, the researcher divided them into four buttons. Each contains pre-reading activity, whilst reading activity, post-reading activity and practices. In practices button the researcher made some practice from *Hot Potatoes application*.

4.3 The Development of Product

From the result of need analysis, the researcher began to compose the material. Regarding the lack of media learning the researcher composed the material in Autoplay media studio which could be run in the computer. The application was also suitable with the new curriculum 2013 which gathered all skills (listening, reading, speaking and writing), Autoplay with its features so we could use some elements like audio, video or picture together when teaching English. It usually called *All in One* application. The students which were bored with the English lesson could be reduced.

Each chapter has the same activities and practices. The activities were; first, pre-reading activity it was an introduction that related to the topic. For the example in chapter 5, it discussed about *Label & List*. We discussed about countable and uncountable nouns with their labels and the examples of the sentences. In chapter 6, it discussed about expressing of *Personal Character*. In pre-reading activity, we discussed a song about personal character of people and animals, and discussed some vocabularies about personal character. In chapter 7, discussed about instruction, short notice and warning. In pre-reading activity, it discussed the social function of instruction, short notice and warning and the purpose of *Instruction, Short Notice and Warning*. In chapter 8, divided into three parts those were describing people, animal and thing. It discussed about *Descriptive Text*. In pre-reading activity, it discussed the generic structure of people, animal and thing and the physical appearance of each topic (people, animal and thing) and gave some example based on each topic (people, animal and thing).

Second activity was whilst reading activity. In whilst reading activity was read and understanding the meaning of text. For the example of chapter 5, it discussed about *Label & List*. For observing activity it discussed about example of some label and its picture, writing format of singular label and plural label. The researcher gave example of label and list that consist in the kitchen, for questioning activity the students might ask related to the topic. In exploring activity, students observed the video and for associating activity students summarized the list of thing that consist in video for communicating activity, students presented their work. In chapter 6, it discussed about expressing of *Personal Character*. For observing activity it discussed of some texts about personal character of people and animal and some vocabulary that related to the text. It was also input audio text of personal character of people and animal complete with its picture. For questioning activity the students might ask related to the topic. In exploring activity, students observed the video and for associating activity students summarized the story that consist in video for communicating activity, students presented their work.

In chapter 7, it discussed about *Instruction, Short Notice and Warning*. For observing activity it discussed of some texts about instruction, short notice and warning and some practices that related to the text. It was also input audio text of instruction, short notice and warning completed with its picture. For questioning activity the students might ask related to the topic. In exploring activity, students observed the video and for associating activity students summarized the instruction that consist in video for communicating activity, students presented their work. In chapter 8, it discussed about Descriptive Text. In observing activity

it discussed of some texts about people, animal and thing and some practices that related to the text. It was also input audio text of descriptive text of people animal and thing. For questioning activity the students might ask related to the topic. In exploring activity, students observed the picture and list of physical appearance and for associating activity students summarized it and made a descriptive text that consisted in exploring activity, for communicating activity students presented their work.

Third activity was post-reading activity. In post-reading activity gave comprehension test. For the example of chapter 5, it discussed about *Label & List*. In post-reading activity it discussed about analyzing of list of shopping and made a list of pictures. In chapter 6, it discussed about expressing of *Personal Character*. In post-reading activity, it discussed about some audio text of personal character of people and animal then chose the correct picture. It was also discussed about describing of people with their personal character. In chapter 7, it discussed about *Instruction, Short Notice and Warning*. In post-reading activity, it discussed about some audio texts of instruction; short notice and warning then chose the correct picture. In chapter 8, it discussed about *Descriptive Text*. In post-reading activity, it discussed about some audio text descriptive of people, animal and thing then chose the correct picture. The last activity in topic describing people was given some category and made descriptive text. For topic of describing animal is given some picture and makes descriptive text one of it. For topic of describing thing is gave some picture and made descriptive text one of it.

Fourth activity was practices. Different from above activities, these buttons consisted of some tests in each chapter. Used to give additional score for students or used to comprehend students' understanding.

In chapter 6, it discussed about *expressing and asking personal character of people, animal and thing*. It was also discussed about *expressing and asking behavior, action and function of people, animal and thing*. In *expressing and asking of behavior, action and function of people, animal and thing* activity, the researcher gave an example of daily activity of peoples did every day and activity that animals did in their life. Then for practices, the researcher gave some videos and students worked by group and analyzed the video.

The researcher was also put a page consisted of "goal of learning" in each chapter. In chapter 5, it consisted of goal in learning *label & list*. In chapter 6, it consisted of goal in learning *expressing and asking personal character of people, animal and thing* and *express and asking about behavior, action and function of people, animal and thing*. In chapter 7, it consisted of goal in learning *Instruction, Short Notice & Warning*. In chapter 8, it consisted of goal in learning *Descriptive Text*. That goal of learning composed and suited from the syllabuses. The researcher made the goal of learning in format of PDF.

The next step that needed by the researcher was the expert validation to make the product suitable and then development of validation; try out of product which has ready, if there was still some error, it will be revise and result of the final product. Those are step will be explained bellow.

4.4 The Implementation

After the product ready to use, the researcher tried it out to eighteenth students of 7th grade in Mts. Muhammadiyah 9 Wotan. Before showing the result of try out, the students learned English using Autoplay, the activity had been explained in teaching method (see table in **4.1.2.1 Teaching Method**). Actually there were 10 of computer in that school, the students sit in pairs.

No	Name	Score of Gap-fill test (descriptive text of animal)
1	Afif Zulfan M	100
2	Ais Abila	81
3	Auliya Ayu Khoiriyah	81
4	Ainuzzanita Intan Safanias R.Z	81
5	Haliza Hanim	100
6	Rosyad Al Ahmadi	81
7	Yaumah Syafa'ah	72
8	Nanda Alfi Amaliyah	100
9	Niken Silvia Ihyaul Mawaddah	88
10	Maghfur	72
11	Faruqi	100
12	Tsabila Salsabila	100
13	Muhammad Ikmal In'amullah	100
14	Khusnun Fatinah	100
15	Nosia Khosyi'ah	81
16	Yudhi	100
17	Ilvania Faradina Sabina	72
18	Muhammad Prayoga	90

List of students in 7th grade

There were some questions asked by the researcher, first the researcher asked students about their interesting after using Autoplay as their media. There were 85% of students said that they were interesting in Autoplay, there were 15% of students said that they were interesting enough in Autoplay. Second, the researcher asked students about design of Autoplay, there were 50% students respond very interesting toward the design. There were 28% students respond interesting toward design of Autoplay, and there were 22% students' respond

interesting enough toward design of Autoplay. Another question was given by the researcher, there were 75% students said that Autoplay is helped them in learn English, and there were 25% said that Autoplay is helped enough in learning English. They got enjoy and have fun in learning English.

4.5 The Evaluation

There were two result in evaluating the product, those are; the evaluation of expert validation and the evaluation of result of validation.

4.5.1 The Evaluation of The Expert Validation

The researcher must have the expert validator who checked the project was ready to be released or not and there must be revision. There were two expert validation of this product; first expert validator checked the development of Autoplay and second expert validator checked the development of material of 7th grade junior high school.

There were some criteria that needed to be the expert validator. For validator of development Autoplay, the validator must have some experience in using CALL, could operate IT, and had experience in designing CALL, because of this product of English lesson so the validator must master English well to understand the project. For validator of development material, the validator must an English teacher. Have an experience in teaching English. Also had to know the background of students to measure the difficulties level of the material, it was acceptable or not.

Based on the criteria above, the researcher took Miss. Dian Kurnia Oktaviani S.Pd as the expert validator of development Autoplay. She is a lecturer of CALL in University of Muhammadiyah Gresik; she is teaching of CALL 1 and CALL 2 of D1 computer, she has experience in using Autorun, hot potatoes and adobe audition. Her recent activity is joining in making “Pedoman Skripsi Prodi Pendidikan Bahasa Inggris” book; she participates in making the layout of book. The second expert validator is Miss.Waziratul khoiliyah S.Pd as the expert validator for development material of this product. She is English teacher of Mts. Muhammadiyah 9, she is the correct validator to check the material for students. She knows the background of students, is the material too difficult to students to understand or not.

After the sample of the product had been developed, the sample was given to both of expert validator to be validated and evaluated. Based on the checklist of courseware evaluation, there were five components which used for evaluation. First, *Attractiveness* was used to evaluate the presentation or appearance (used of font, colors, pictures, effects, etc.). Next, *Requirements* was used to evaluate whether needs have been met or not. Then, *Mechanics* referred to misspelling or grammatical errors. Next, *Content* was used to evaluate details of information or knowledge from the courseware made. The last, *Originality* referred to the original thought and idea of courseware. The result of the validation for each component will be discussed as follow.

The result expert validation from Miss. Dian Kurnia Oktaviani was; she suggested the researcher to correct some grammatical errors and some button that could not make a sound. There was some practice that less in chapter 7, she

suggested adding some test. The result expert validation from Miss.Waziratul khoiliyah was: she suggested adding some reading comprehension in fourth chapter; she also suggested adding animated pictures in order to make the design more live.

The researcher would revise the material as suggested from the expert validator, but the researcher could not add animated pictures in Autoplay design because the format of picture (.gif) did not work with Autoplay. In other hand, Autoplay worked with video animated (.swf) perhaps the researcher could add some animated video there.

4.5.2 The Evaluation of The Result of Validation

From the result both of expert validator, the researcher should revise and develop more. The revision was from the button sound, grammatical errors and practices. From the button sound, first the researcher opened the Autoplay and changed the action. The errors were from the collection of vocabulary that researcher created. There were pictures and name of the picture if we clicked it, it produced a sound. But the researcher forgot to give actions in that button.

From the grammatical errors, the researcher had many errors, which were from the practices page; there were so many errors that must be revised. From the practices, the material was created by researcher less in practice. The researcher must add some from *Hot Potatoes* and put in practices page. Practices were very important to challenge the students' ability and understanding towards the material.

It was expected that the final product in the form of media, Interactive CD Autoplay could be applied to the 7th grade students Mts. Muhammadiyah 9 Wotan. After passing those phases of development, the final product has been ready to be applied to the 7th grade students of Mts. Muhammadiyah 9 Wotan. The product consisted of English material in second semester complete with the exercises. There were 4 chapters in this product; those are chapter 5, chapter 6, chapter 7, and chapter 8. In chapter 5 contained about label and list topic. In chapter 6 contained about expressing and asking personal character of people, animal and things topic. In chapter 7 it contained about instruction, short notice and warning topic. In the chapter 8 it contained about descriptive text of people animal and thing topic. Those chapters had completed with **Observing-Questioning-Exploring-Associating-Communicating** activity, vocabulary list, and multi-visual material.