

CHAPTER IV

FINDING

In this chapter, researcher describes the discussion about Presentation of Data, The Expert Validation Result, Revision of the Product, The Try-Out of the Product Result, and Discussion.

A. Presentation of Data

The presentation of data covers teaching objectives, the match of the materials of the product with teaching objectives, and the analysis of the result of try-out. The final product can be seen in appendix 1.

To find out the student's need, researcher gave questionnaires to 44 office management students. They are X MP-2 from SMK PGRI 1 Tulungagung. The items of the questionnaire are shown in appendix 6.

The detail of the questionnaire data result are shown in appendix 4. The recapitulation questionnaire data result are provided in following table 4.1.

Table 4.1 Recapitulation Questionnaire Data Result

No Item	Scale					Respon-dent	Avera-ge	Percen-tage	Category
	5	4	3	2	1				
1	18	19	2	5	0	44	4,14	82,7%	Strongly Agree
2	29	13	2	0	0	44	4,61	92,3%	Strongly Agree
3	16	23	3	2	0	44	4,2	84,1%	Strongly Agree
4	6	21	15	2	0	44	3,66	73,2%	Agree

5	27	12	4	1	0	44	4,78	89,5%	Strongly Agree
6	28	13	2	1	0	44	4,55	90,9%	Strongly Agree
7	10	11	15	8	0	44	3,52	70,5%	Agree
8	13	13	14	4	0	44	3,8	75,9%	Agree
9	33	11	0	0	0	44	4,75	95%	Strongly Agree
10	27	15	2	0	0	44	4,57	91,4%	Strongly Agree
Overall							4,23	84,5%	Strongly Agree

Based on the analysis stage, the product design is obtained as follows:

Table 4.2 Coursebook Learning Media Design

NO	Design	Information
1	Physical form	Books with A4 paper size and color printing
2	Material	Inquiry Letter for Office Management
3	Language	English
4	Component	<ul style="list-style-type: none"> a. Introduction: Preface and content b. Main: Presentation of material, example, exercise c. Closing: Reference
5	Function	used as an English learning media for vocational high school, majoring in office management

Then, the process of compiling Coursebook is done as follows:

- a. The material and question in the product are summarized from several reference (Books and Journals)
- b. The researcher compiled the material presented using 2 software, they are Adobe InDesign and Adobe Photoshop
- c. Save in .PDF format
- d. The final stage in the preparation of the product is to print the products for a number of respondents

In general, the parts in the product can be explained as follows:

a. Introduction

1. Preface contains an explanation (introduction) as an introduction to the publication of the Coursebook.
2. The table of contents contains instructions on the contents of the Coursebook and page numbers.

b. Main Section

1. Presentation of material containing material presented in the coursebook and equipped with tables to facilitate understanding the material.
2. Examples are media to show the form of a business inquiry letter.
3. The exercise contains practice questions in accordance with the learning indicators in the coursebook.

c. Closing Section

1. The bibliography contains a list of references to the authors used in compiling the coursebook

B. Validation Result

To know the validity of this media the researcher conducted validation to some experts. They are Mrs. Dr. Arina Shofiya from IAIN Tulungagung as Expert in English media and material and Mr. Bardan, S. Pd. from SMK PGRI 1 Tulungagung as English Vocational School Teacher. The items of the questionnaire are shown in appendix 7. The criteria of media validation for the expert divided into four criterias, those were presentation aspects (item 1-6), graphic aspects (item 7-15), content aspects (item 16-25), linguistic aspects (item 26-30). The result of this validation was to revise the media before this media is tried-out to the class.

a. Expert Validation Result

Using the questioner that developed before, the expert validated the media that related to educational material criteria. In this questionnaire the expert should respond 30 questions. The expert is Dr. Arina Shofya from IAIN Tulungagung. The detail of the questionnaire data result are shown in appendix 3. The data of experts provided in following table 4.2

Table 4.3. Recapitulation of Expert Validation Result

No	Aspect	Score (n)	Max. Score (N)	Average	Percentage	Category
1	Presentation	24	30	4,00	80%	Good
2	Graphic	45	45	5,00	100%	Very Good
3	Content	40	50	4,00	80%	Good
4	Literature	22	25	4,40	88%	Very Good
Total		131	150	4,36	87,3%	Very Good

Based on the recapitulation results by Expert, from presentation aspect (80%), graphics aspect (100%), content aspect (80%), and language aspect (88%), data can be obtained that the product developed gets a overall percentage (X) is 87.3%, which is in the range of 81% - 100% or in a category of "Very Good". In the validation sheet, the expert also concludes that the product is proper to be tested with revisions as recommended.

b. English Vocational School Teacher Validation Result

Then, the teacher validated the media that related to educational material criteria. In this questionnaire the teacher also respond 30 questions. The teacher is Mr. Bardan, S. Pd from SMK PGRI 1 Tulungagung. The detail of the

questionnaire data result are shown in appendix 4. The data of experts provided in following table 4.3

Table 4.4. Recapitulation of English Vocational School Teacher Validation

Result

No	Aspect	Score (n)	Max. Score (N)	Average	Percentage	Category
1	Presentation	24	30	4,00	80%	Good
2	Graphic	36	45	4,00	80%	Good
3	Content	50	50	5,00	100%	Very Good
4	Literature	20	25	4,00	80%	Good
Total		130	150	4,25	85%	Very Good

Based on the recapitulation results by Teacher, from presentation aspect (80%), graphics aspect (80%), content aspect (100%), and language aspect (80%), data can be obtained that the product developed gets a overall percentage (X) is 85%, which is in the range of 81% - 100% or in a category of "Very Good". In the validation sheet, the expert also concludes that the product is proper to be tested with revisions as recommended.

Based on the results obtained from expert and teacher validation, overall values can be obtained with details in table 4.4

Table 4.5. Comparison of Validation Result

No	Aspect	Average Score		Average	Percentage	Category
		Expert	Teacher			
1	Presentation	4,00	4,00	4,00	80%	Good
2	Graphic	5,00	4,00	4,50	90%	Very Good
3	Content	4,00	5,00	4,50	90%	Very Good
4	Literature	4,40	4,00	4,20	84%	Very Good
Overall				4,3	86%	Very Good

Table 4.4 shows that the percentage score of the presentation aspect gets an 80% score, which means it falls into a very good category. Then for graphic and content aspects at the same time get a percentage value of 90% which also falls into the excellent category. Then for aspect literature gets a percentage value of 84% which means it also falls into the very good category. So the overall score is 86% with a very good category. It can be concluded that the product is ready to be tested with revisions based on expert and the teacher advice.

C. Revision of the Product

Validation data provided by Experts and teachers in the previous sub-chapter is also used for product improvement, so that the product developed can minimize errors and are feasible to use. The revision is based on suggestions and comments given by Experts and Teachers. The following are the parts that need to be revised based on the advice of the Expert and the teacher:

1. Cover

According to the SMK Teacher's statement, laying the words "10th Grade" in the lower right corner, which is conceptualized together with the background image makes it less visible. so it is recommended to add layers with the hope of being more prominent and not ambiguous with the background.

Image 4.1. Cover before and after revision



2. Grammatical Error

According to the evaluation results conducted by the expert and teacher, there have been found some of grammatical errors in the product. So, it needs improvement.

Table 4.6. Grammar errors before and after repair

No	Page	Before	After
1	2	The purpose to find about the goods required, their availability, their prices, quantity and the terms of payment.	The purpose <u>is</u> to find about the goods required, their availability, their prices, quantity and the terms of payment.
2	2	In inquiries to foreign suppliers, state clearly what you want and ask for prices, discounts, terms of payment and the like.	In <u>writing</u> inquiries to foreign suppliers, state clearly what you want and ask for prices, discounts, terms of payment and the like.
3	2	Begin your letter by stating who you are and giving your status or position (such as student, researcher, interested consumer, etc.), and tell how you found out about the individual or entity that you are writing to.	Begin your letter by stating who you are and giving your status or position (such as student, researcher, interested consumer, etc.), and tell how you found out <u>information</u> about the individual or entity that you are writing to.
4	2	Contact information so that the person can easily get in touch with you if necessary, such as your cell or home phone number or e-mail address.	<u>Provide</u> contact information so that the person can easily get in touch with you if necessary, such as your cell or home phone number or e-mail address.
5	4	Reply query letter of prospective buyers, you should notice <u>are</u> :	Reply query letter of prospective buyers, you should notice:
6	4	<u>The suggestion steps how</u> to answer the mail requests from friends or customers, do the following steps:	To answer the mail requests from friends or customers, do the following steps:
7	4	Tell your customer if he/she needs more information about your company and said you are ready to help.	Tell your customer if he/she needs more information about your company and <u>say</u> you are ready to help.
8	4	Arrange simple sentences and <u>completed</u> the parts of your the letter.	Arrange simple sentences and complete the parts of your the letter.
9	8	Arrange random phrase below to form <u>a</u> good sentence. <u>Then</u> use	Arrange random phrases <u>below</u> to form good sentence. Use the sentences <u>you have arranged</u> to

		the sentence you have <u>compiled</u> to complete the inquiry letter	complete the inquiry letter <u>on the next page</u> .
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3. Typo

According to the evaluation results conducted by the expert and teacher, there have been found some of typo in the product. So, it needs improvement.

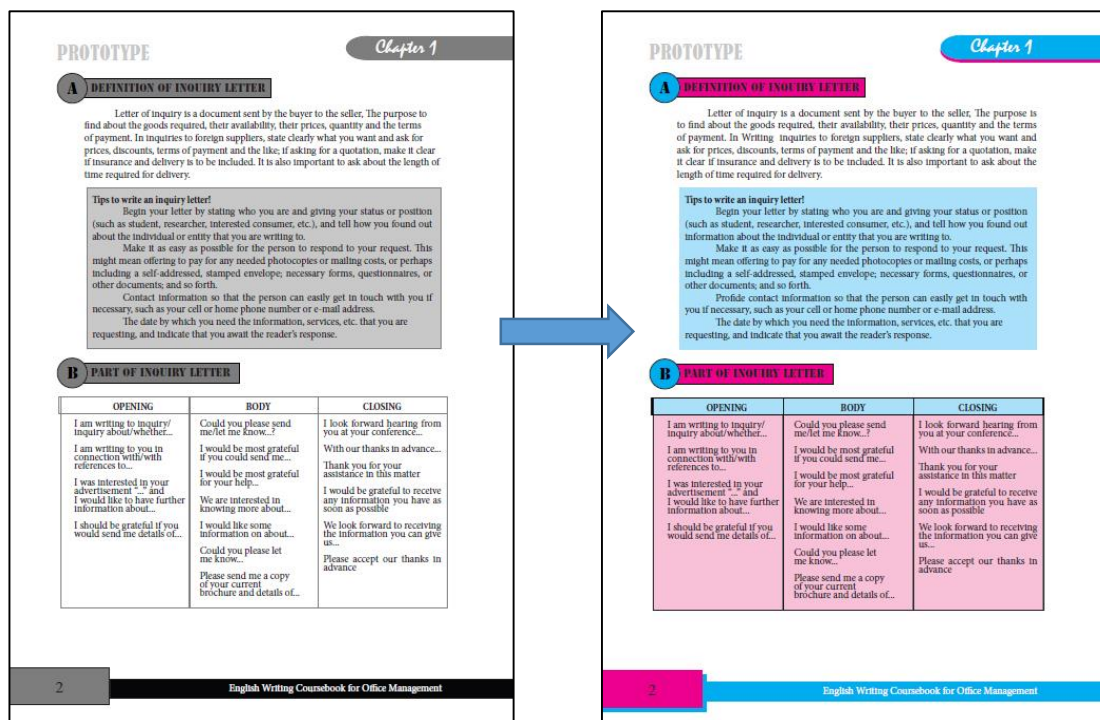
Table 4.7. Typing errors before and after repairing

No	Page	Before	After
1	4	Personally respond to the inquiry. You might want to include with your response letter any brochures, <u>cataogs</u> , reports, or other helpful information available.	Personally respond to the inquiry. You might want to include with your response letter any brochures, <u>catalogs</u> , reports, or other helpful information available.
2	7	Complete the inquiry letter by using the words <u>bellow</u> , Remember to use the correct forms of verbs	Complete the inquiry letter by using the words <u>below</u> , Remember to use the correct forms of verbs

4. Colour

According to the evaluation and statement of the Vocational Teacher, the coloring of the product is considered too monotonous because it only uses monochrome colors. So, it is recommended to give colors to the page, points, table background, etc. With the hope of more attractive appearance of the product.

Image 4.1. page 2 before and after revision



Before

After

D. The Try-Out of the Product Result

To know the attractiveness of this product the researcher conducted try-out that related to technical expediency quality criteria. The try-out of the product use field trial by use questionnaire to collecting the data. In this questionnaire the students should respond 20 questions divide into four criterias, those were content aspects (item 1-3), linguistic aspects (item 4-8), presentation aspects (item 9-14), graphic aspects (item 15-20). Field trial there are 44 respondents that gave evaluation related to quality this product. The data of field trial evaluation result provide in table below.

Table 4.8. Recapitulation of student validation results 1

No Item	Scale					Respon-dent	Avera-ge	Percen-tage	Category
	5	4	3	2	1				
1	17	25	2	0	0	44	4,34	86,8%	Very Good
2	20	22	2	0	0	44	4,41	88,1%	Very Good
3	21	19	4	0	0	44	4,39	87,7%	Very Good
Content Aspect (A1)							4,38	87,5%	Very Good
4	12	23	7	2	0	44	4,02	80,4%	Very Good
5	16	24	4	0	0	44	4,27	85,5%	Very Good
6	12	21	11	0	0	44	4,02	80,4%	Very Good
7	12	24	8	0	0	44	4,09	81,8%	Very Good
8	14	22	7	1	0	44	4,07	81,4%	Very Good
Linguistic Aspect (A2)							4,10	81,9%	Very Good
9	20	21	2	1	0	44	4,27	85,5%	Very Good
10	16	20	7	1	0	44	4,16	83,2%	Very Good
11	12	23	9	0	0	44	4,07	81,4%	Very Good
12	21	21	2	0	0	44	4,43	88,6%	Very Good
13	16	20	8	0	0	44	4,18	83,6%	Very Good
14	17	22	4	1	0	44	4,25	85,0%	Very Good
Presentation Aspect (A3)							4,23	84,5%	Very Good
15	18	21	5	0	0	44	4,29	85,9%	Very Good
16	19	22	3	0	0	44	4,36	87,3%	Very Good
17	12	25	6	1	0	44	4,09	81,8%	Very Good
18	13	16	15	0	0	44	3,95	79,1%	Good
19	12	17	15	0	0	44	3,93	78,6%	Good
20	18	12	12	2	0	44	4,04	80,9%	Very Good

Table 4.9. Recapitulation of student validation results 2

	A1	A2	A3	A4	Overall	Category
Average	4,38	4,10	4,23	4,11	4,20	Very Good
Percentage	87,5%	81,9%	84,5%	82,3%	84,1%	

Based on students' assessment of the product, it shows that Coursebook developed based on aspects of content, language, presentation, and graphics is very feasible to use. The overall score (X) is 4.24 which is at the percentage of 84.1%. In conclusion, the Pocket Book gets the value "A" in the category "Very Good". Based on the range of percentage of qualitative criteria, the researcher

can conclude that this product had very good quality and proper for teaching activity.

E. Discussion

1. Product Development

The procedure of research and development uses the ADDIE model developed by Dick and Carry in Endang Mulyatiningsih (2011: 183). The ADDIE model consists of five stages, 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluations. Development this coursebook starts from student need analysis. The researcher consulted with the teacher concerned about what basic competencies would be taken as coursebook material. The preparation of this coursebook is based on the applicable curriculum at school (K-13) as a learning support media. The teacher suggests that the basic competencies used as material are "Inquiry Letter" because the material is appropriate if it is presented in the form of a textbook that is an element of theory and how to write it.

Researchers design the coursebook from shapes, sizes, introductory parts, contents and closing parts using Adobe InDesign CC 2019. In making front and back covers researchers use the Adobe Photoshop CS6 application. The research instruments used in media development were the feasibility questionnaire for experts, junior high school teachers, and students. The feasibility questionnaire for the media used in the study did not use a trial because the researcher used a textbook assessment sheet

published by Badan Standar Nasional Pendidikan 2014 (<http://bsnp-indonesia.org/id/>). The aspects used for the assessment of feasibility are content aspects, linguistic aspects, presentation aspects, and graphic aspects.

The next step to find out the feasibility of the media is validation. The validator in this study was an English department lecturer from IAIN Tulungagung and a Vocational Teacher from SMK PGRI 1 Tulungagung. The coursebook that were tested on the subject in the field were the results of revisions from the validators. So, the coursebook were feasible to be tested in the field were obtained.

The textbook is implemented in class X-MP2 students of SMK PGRI 1 Tulungagung. Field trials were conducted on 44 students consisting of 2 male students and 42 female students.

The main objective of Developing Prototype of English Writing Coursebook is to improve the material and media of student learning. Researchers improve material and learning media by creating appropriate textbooks. At the evaluation stage, the researcher calculates the results of the expert questionnaire and Vocational school teacher by interpreting each indicator associated with the results of the assessment of the media feasibility questionnaire on students in the field trial.

2. Product Feasibility

The learning media developed can be identified as feasibility through validation from experts, vocational school teachers and students. Data collection on media feasibility using questionnaires on a scale of 1-5.

The results of the overall validation from experts and vocational school teachers obtained a score of 4.30 which was included in “Very Good” category (table 4.4). While the overall results of the validation from students obtained a score of 4.20 which was also included in “Very Good” category (table 4.8). For a clearer explanation, the following are:

a. Expert

The expert validator in this study is Mrs. Dr. Arina Shofya, who is a lecturer from IAIN Tulungagung majoring in English. Validation is done to determine the feasibility of the media from presentation aspect, graphic aspect, content aspect and linguistic aspect. The researchers revised according to the advice of the expert.

- Presentation aspect of coursebook feasibility consists of 6 questions that get an average score of 4.00 with a percentage score of 80% which is included in the "Good" category.
- Graphic aspect of coursebook feasibility consists of 9 questions, which are the aspects with the highest average value compared to other aspects with perfect scores or the average score is 5.00 with a percentage score of 100% which falls into the "Very Good" category.
- Content aspect of coursebook feasibility consists of 10 questions, which get an average of 4.00 with a percentage score of 80% which is included in the "Good" category.

- Linguistic aspect of coursebook feasibility consists of 5 questions obtaining an average score of 4.40 with a percentage score of 88% which is included in the "Very Good" category.

Based on the expert's assessment of the entire aspects above, the developed Prototype of English Writing Coursebook for Office Management obtained an average score of 4.36 or with a percentage of 87.3% so that it was included in the "Very Good" category, and it can be concluded that the textbook is worth testing.

b. Vocational School Teacher

The vocational school teacher validator in this study is Mr. Bardan, S. Pd., who is an English teacher from SMK PGRI 1 Tulungagung. Validation is done to determine the feasibility of the media from presentation aspect, graphic aspect, content aspect and linguistic aspect. The researchers revised according to the advice of the expert.

- Presentation aspect of coursebook feasibility consists of 6 questions that get an average score of 4.00 with a percentage score of 80% which is included in the "Good" category.
- Graphic aspect of coursebook feasibility consists of 9 questions that get an average score of 4.00 with a percentage score of 80% which is included in the "Good" category.
- Content aspect of coursebook feasibility consists of 10 questions, which are the aspects with the highest average value compared to other aspects with perfect scores or the average score is 5.00 with a

percentage score of 100% which falls into the "Very Good" category.

- Linguistic aspect of coursebook feasibility consists of 5 questions that get an average score of 4.00 with a percentage score of 80% which is included in the "Good" category

Based on the vocational school teacher's assessment of the entire aspects above, the developed Prototype of English Writing Coursebook for Office Management obtained an average score of 4.25 or with a percentage of 85% so that it was included in the "Very Good" category, and it can be concluded that the textbook is worth testing.

c. Office Management Students

The final assessment was given by the X-MP2 class office management students at SMK PGRI 1 Tulungagung, with a total of 44 respondents. Different from the previous validator, which provides validation in drafting 1 product. Students provide ratings on draft 2 or after the product is revised. As well as being the final product in this study. Each assessment also includes 4 aspects (aspect content, linguistic aspects, presentation aspects and graphic aspects) with 20 points total question. By the following details:

- Content aspect of coursebook feasibility consists of 3 questions that get an average score of 4.38 with a percentage score of 87,5% which is included in the "Very Good" category.

- Linguistic aspect of coursebook feasibility consists of 5 questions that get an average score of 4.10 with a percentage score of 81,9% which is included in the "Very Good" category.
- Presentation aspect of coursebook feasibility consists of 6 questions that get an average score of 4.23 with a percentage score of 84,5% which is included in the "Very Good" category.
- Linguistic aspect of coursebook feasibility consists of 5 questions that get an average score of 4.11 with a percentage score of 82,3% which is included in the "Very Good" category

Based on Office Management Students assessment of the entire aspects above, the developed Prototype of English Writing Coursebook for Office Management obtained an average score of 4.20 or with a percentage of 84,1% so that it was included in the "Very Good" category. Then, the researchers concluded that the coursebook research and development had been completed by producing products that were ready to be used or developed again.

3. Limitations on Product Development

Some limitations of Developing Prototype of English Writing Coursebook for Office Management are as follows:

- Research Subjects are limited to the X-MP2 class of SMK PGRI 1 Tulungagung.

- The material contained in the Coursebook is very limited because it only consists of 1 chapter.