CHAPTER IV

RESULTS

This chapter described at least three main points, namely presentation of data, data analysis, and revision of the product done based on the result of data analysis.

A. Presentation of Data

This part provided the data from need analysis result, experts' validation, and try-out. The need analysis result was explained based on the observation and interview that had been conducted before developing the product. The evaluation in this study consisted of experts' validation and try-out of the product. The presentations of those data were presented as follows:

1. Need Analysis

The needs analysis is the procedure used to collect information about the learners' needs (Richard, 2002). Need analysis must be conducted in this study because this study used research and development design where had plan stage. In plan stage, the researcher had to get information about what the students' and teachers' neeed in learning process. All of the information were used to develop a learning media that is suitable for English learning process.

Need analysis in this study was conducted by doing observation and interview the students and tecahers. The need analysis was conducted in visual communication deisign class at *SMKN 1 Boyolangu*. It had been done for two meetings. The first meeting, the researcher did observation when the English learning process was on going. While conducting the observation, the researcher mostly focused on teaching media that used by teacher and class atmosphere while teaching learning process was running.

From the observation, the researcher found that the teacher used textbook as learning media. The topic that was discussed was narrative text about legend story entitled "Issumboshi". That story had been provided in the textbook. The teacher and the students had their own textbook. Actually, the story was served in form of paragraph and supported by two pictures as the illustration. Before the teacher asking the students about the content of text, the teacher asked the students to have estafet reading. A student read a sentence, the next student continued to read the next sentence, and so on until the last sentence of story. Most of students seemed follow the learning process, but students who sat in back, they did another activities such as playing game, opening social media, talking with other friends, etc. the teacher warned them many times, but they repeated the activity.

After the last sentence of the story, the teacher asked the students to write five questions and answers related to the story.

Nobody came forward when the teacher asked them voluntary. Finally, the teacher raised the students to come forward. It also happened when the researcher did the second observation. After the end of class, the researcher asked some students about their feelings and opinions when learning process ran. Their answers were various. The first opinion, the students were bored to read textbook in every meeting. The second opinion, the students wanted other learning media besides textbook. The third opinion, the students needed interesting media in English learning because they had some difficulties in understanding long text such as narrative story.

Based on the needs analysis, the researcher developed the suitable learning media to help the teacher controlled the class and help the students to focus on learning process and also understand the material easily.

2. **Slideshow Video as Learning Media for Writing Narrative Text**

Learning media that developed in this study based on the need analysis which had been conducted before. The first students' opinion was they were bored to read textbook and the second opinion from the students was they wanted other learning media besides textbook. It meant that the students wanted another media besides textbook. Most of text in textbook only consisted of many paragraph and a few picture which supported the story. The students needed a media that consisted of text, supported picture, and other features that helped them in order

to enjoy the leraning process and also understand the material easily. It was supported by the third opinion that the students needed interesting media in English learning to help them in understanding the material.

From those opinions, the researcher found a learning media that could help them in English learning especially for narrative text. the learning media was slideshow video. Slideshow video was very suitable for learning narrative text because it could show a picture that consisted of text. It also could be added by music or instrument so that the learning process did not make the students felt bored. Actually, slideshow video could be developed by using some applictaions. In this study, the researcher planned to develop slideshow video by uding Cartoon Story Maker application because it had some features to combine picture and text.

The researcher had consultation about developing this media with English teacher of *SMKN 1 Boyolangu* who taught visual communication design class. The teacher gave good response. It was new because this media had not been developed before. The teacher hoped that this media could help the teacher in teaching process and also help the students in learning English. For further development, the English teacher asked the researcher to consult with multimedia teacher who taught at that class. The researcher discussed with multimedia teacher and explained the palnning in developing this media.the multimedia teacher gave some suggestions in arranging the

layout and asked the researcher to make the media first, after that the multimedia teaher evaluated it.

3. **The Result from Evaluation**

To know the validity of this media, the researcher conducted validation to some experts. The criteria of media validation for the expert divided into two criteria, those were educational criteria for teaching material expert and design or layout criteria for teaching media expert. The result of this validation was to revise the media before this media was tried-out to the class.

Using the questionnaire that developed by the researcher, the expert of teaching material validated the media that related to educational material criteria including instruction, curriculum, content of material, feedback, and language use. In this questionnaire, the expert of teaching material should respond 10 questions. The expert of teaching material was English teacher from *SMKN 1 Boyolangu* who named Mrs. Roro.

The expert responded the questionnaire by giving score in each statement and gave some suggestions in written form. The first suggestion was the expert commented about the language use in *Malin Kundang* story. The text used the word "his" to expressed object, even though it should be "him". The second suggestion was related with the content of story. There was a scene of *Roro Jonggrang* story when Roro Jonggrang said that the number of

temple was still 999, but the researcher skipped it. According to Mrs. Roro, it could reduce the value of the story. From the suggestion, the researcher created a scene when Roro Jonggrang said about the number of temple. The data from the expert of teaching material validation were provided in following table:

Table 4.1 Expert of Teaching Material Validation Result

Number of Item	Scale	Category
1	5	H
2	4	H
3	4	H
4	4	H
5	4	H
6	4	H
7	5	H
8	4	H
9	4	H
10	4	H
n	42	
N	50	
H = High L = Low		

$$\text{Percentage } (\%) = \frac{score\ (n)}{score\ maximal\ (N)} \times 100\%$$

$$= \frac{42}{50} \times 100\% = 84\%$$

From the table above, the researcher could conclude that most of aspects got 4 score (good). It meant that the product fulfilled the criteria of educational material. After calculating the score by using the formula, it got 84%. According to the range percentage, 84% was included very good category.

After knowing the score of teaching material validation, the researcher conducted validation to the expert of teaching media by using questionnaire to know the validity of this media that related

to design and layout criteria. In this questionnaire, the expert of teaching media should respond 8 questions which consisted of three aspects; those were image, screen layout, and text layout. The expert of teaching media was multimedia teacher from *SMKN 1 Boyolangu* who named Mr. Dika.

In validating this product, the expert did not only give score for each item, but also the expert gave some suggestions related to the design and layout. The expert commented about the consistence of screen layout and text layout. According to the expert, the researcher should use the same type of bullets and also font type. As the response, the researcher changed all of the bullets were not transparent. There were some font types that were suggested by the expert, those are *serif, san serif,* and *comic san.* The researcher chose *comic san* for all text in the stories.

The data from the expert of design and layout validation were provided in following table:

Table 4.2 Expert of Teaching Media Validation Result

Number of Item	Scale	Category
1	5	H
2	5	H
3	4	H
4	4	H
5	5	H
6	4	H
7	5	H
8	5	H
n	37	
N	40	
H = High L = Low		

$$\text{Percentage } (\%) = \frac{score\ (n)}{score\ maximal\ (N)} \times 100\%$$

$$= \frac{37}{40} \times 100\% = 92.5\%$$

From the table above, the researcher could conclude that most of aspects got 5 score (very good). It meant that the product fulfilled the criteria of design and layout. After calculating the score by using the formula, it got 92.5%. According to the range percentage, 92.5% was included very good category.

4. **The Try-Out of the Product Result**

The researcher conducted try-out that related to technical expediency quality criteria to know the attractiveness of this media. The try-out of the product used questionnaires to collect the data. In the questionnaires, the students should respond 10 questions.

In field trial try-out, there were 36 respondents that have been given evaluation related to quality and expediency criteria of this product. The criteria were media usage, users' response, safety of media, and supporting facilities. The students also had chance to give some suggestions related to the media. Most of them said that the media was easy to use and motivated them in learning writing narrative text. Moreover, actually the students wanted the various story, but it was not appropriate with the curriculum and syllabus. Other comments from the students were about the instruction in using the media. The students felt confused what they should do after they read the story. It happened because the researcher did online try-out

via *WhatsApp*. This condition caused of the spread of the corona virus. However, overall the try-out ran well. The data of field trial evaluation result were provided in table below:

Table 4.3 Field Trial Try-Out Result

Number of Item	Scale					Respondent	Total Score	Mean	Category
	5	4	3	2	1				
1	27	8	1	0	0	36	170	4.72	H
2	19	17	0	0	0	36	163	4.53	H
3	9	17	10	0	0	36	143	3.97	H
4	16	6	13	1	0	36	145	4.03	H
5	5	23	8	0	0	36	141	3.92	H
6	0	16	5	14	1	36	108	3.00	H
7	17	12	3	0	4	36	146	4.06	H
8	12	8	12	4	0	36	136	3.78	H
9	10	25	1	0	0	36	153	4.25	H
10	20	14	2	0	0	36	162	4.50	H
n							1467		
N							1800		
H = high L = low									

$$\text{Percentage } (\%) = \frac{score\ (n)}{score\ maximal\ (N)} \times 100\%$$

$$= \frac{1467}{1800} \times 100\% = 81.5\%$$

From the table above, the researcher could conclude that the product fulfilled the criteria of technical expediency quality. After calculating the score by using the formula, the result was 81.5%. According to the range percentage, 81.5% was included very good category.

B. Data Analysis

This part described about data analysis from data presentation above. Then, the conclusion of this data analysis was useful to revise the product and to know the expediency of the product.

1. Data Analysis of Evaluation Result

This part discussed about data analysis from validation of the product. The validation of the product result was used to revise the product. The expert validated the product based on some criteria which stated in questionnaire. From the presentation data of teaching material expert validation result, the expert gave SB (very good) or 5 score for 2 statements and B (good) or 4 score for 8 statements of questionnaire. The statements which got SB were: 1) the product could be used for individual, small group, and the whole of class; 2) the product was interesting as learning media.

While, the statements that got B were: 1) the product was appropriate for potential cognitive of vocational high school students; 2) the product was matched with curriculum and syllabus; 3) the product was relevant with students' material; 4) the concept of material was correct; 5) the material could be understood easily; 6) the product improve students' motivation in learning narrative text; 7) the diction was correct; 8) the product had the correct language use. The researcher got percentage result of educational criteria from the expert of teaching material was 84.00%. It meant that the teaching material of

this product was very good. This product was suitable for learning activity in classroom and appropriate with curriculum.

Furthermore, the expert of teaching material gave some suggestions to revise this product, those were:

a. On slide 7 of *Malin Kundang,* the word "his" should be "him".

b. There is no statement from *Roro Jonggrang* that the number of the temple was still 999. It can be added after slide 8.

From the presentation data of teaching media expert validation result, the expert gave SB (very good) or 5 score for 5 statements and B (good) or 4 score for 3 statements of questionnaire. These statements got SB: 1) the image could present the event; 2) the image was clear and could be understood easily; 3) the layout of bullets were very good; 4) the product used the correct font type; 5) the text was clear to be read.

Moreover, these statements got B: 1) the arrangement of image was good enough; 2) combination of color, image, background, and text was good; 3) screen layout was consistent. The researcher got the percentage result of teaching media was 92.50%. It meant that the teaching media of this product was very good based on design and layout. So, the researcher could conclude that this product was valid and suitable for teaching English and ready to be applied in the class for more evaluation.

In other side, the expert of teaching media also gave some suggestions related to design and layout criteria for this product. Here the suggestions were used to revise this product:

a. Font size in every slide is not same. Some of pages have too small font. Font size must be same for every slide.

b. Bullets of narration sentences are not consistent. Some of them are transparent and the others are not transparent. Bullets must be consistent so that the reader can understand the text easily.

c. Font type for every slide must be same. Here some font types which are suitable for comic: *san serif, serif, and comic san*.

2. Data Analysis from Try-Out Result

This part discussed about the try-out of the product. The try-out of the product result was used to evaluate the expediency and quality of the product. Based on the evaluation result, from field trial try-out related to technical quality criteria was 81.50%. Refers to the range percentage, the researcher could conclude that this product had very good quality so that it is proper and ready to be implemented in teaching English.

C. Revision of the Product

Based on the data validation result from the expert of teaching material, there were some revisions for this product. The researcher

revised the product in order to make it better. The result of the revision was described below:

1. On slide 7, the word "his" should be "him".

    Before revising this slide, Malin's mother said, "I cannot accept his anymore."

Image Source: *erlinwriting.blogspot.com*
Picture 4.1 The Wrong Sentence

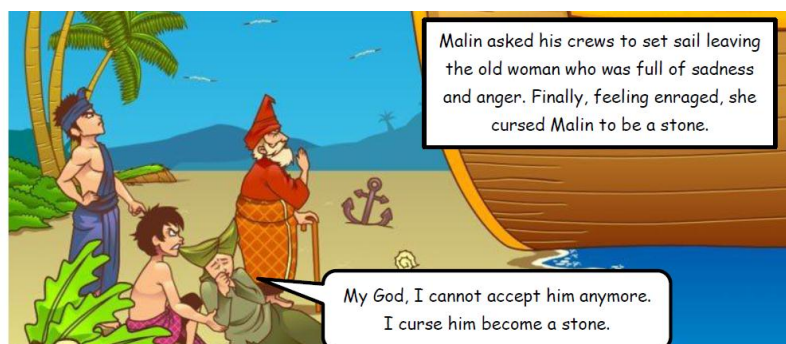   After the revision, the sentence was changed into "I cannot accept him anymore."

Image Source: erlinwriting.blogspot.com
Picture 4.2 The Correct Sentence

2. The statement from Roro Jonggrang that the number of the temple was still 999 can be added after slide 8.

Before the revision, Bandung Bondowoso directly cursed Roro Jonggrang without any statement from Roro Jonggrang.

Image Source: *Dongeng Kita*
Picture 4.3 No Statement from Roro Jonggrang

The researcher added statement from Roro Jonggrang that the temple was still 999.
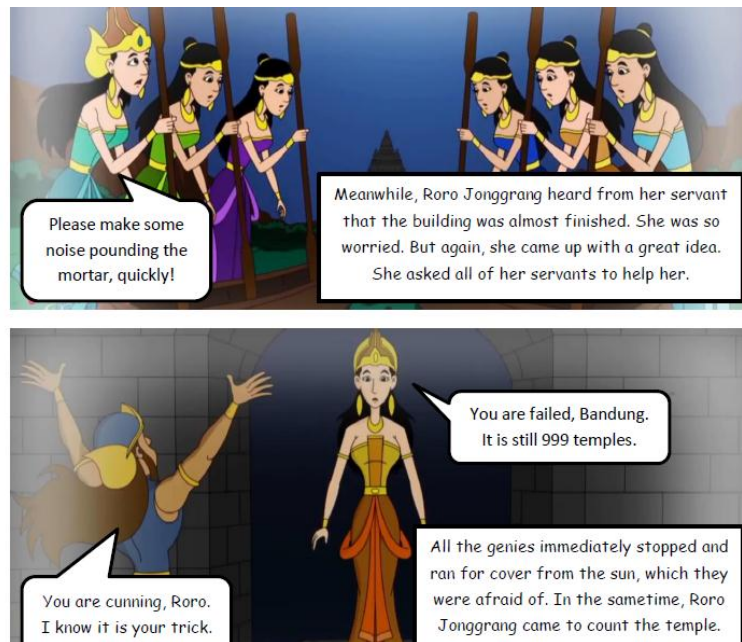
Image Source: *Dongeng Kita*
Picture 4.4 Statement from Roro Jonggrang

Based on the data validation result from the teaching media expert, there were some revisions for this teaching media. These components which must be revised:

1. Font size must be same for every slide.

    Before the revision, there were some font sizes which were different from one bullet and others.

Image Source: *Dongeng Kita*
Picture 4.5 Different Font Size

After revising the product, each bullet had the same font size.
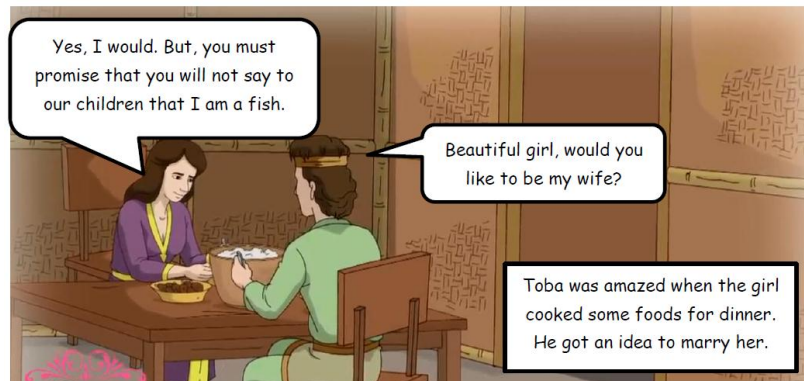
Image Source: *Dongeng Kita*
Picture 4.6 The Same Font Size

2. Bullets must be consistent so that the reader can understand the text easily.

Before revising the product, the bullets were not consistent. Some of them were transparent and the others were not transparent.
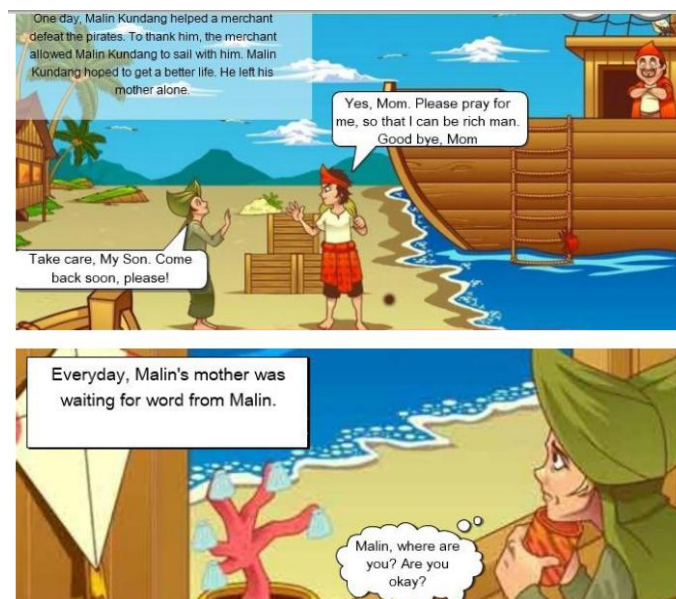

Image Source: *erlinwriting.blogspot.com*
Picture 4.7 Not Consistent Bullets

The researcher adjusted all of the bullets were not transparent to make the text clear.

Image Source: *erlinwriting.blogspot.com*
Picture 4.8 Consistent Bullets

3. Font type for every slide must be same.

Before the revision, the texts were written by using *Arial* font. There was a slide with colorful font and others used only black color.
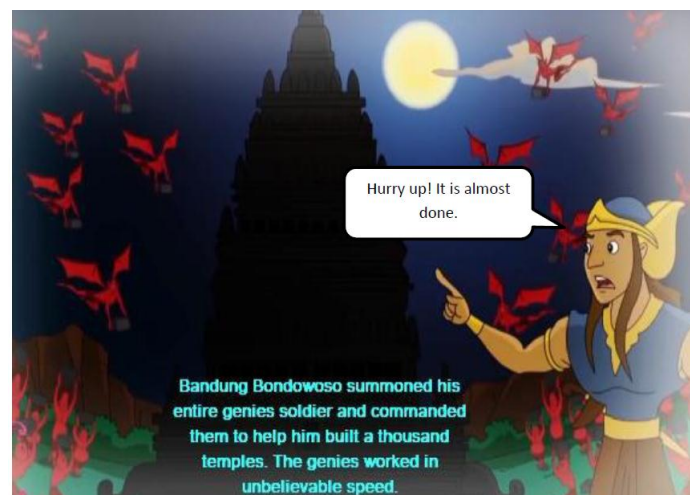

Image Source: *Dongeng Kita*
Picture 4.9 Different Font Type

The expert of teaching media suggested some types of font, those are: *san serif, serif, and comic san*. The researcher chose comic san for this product.
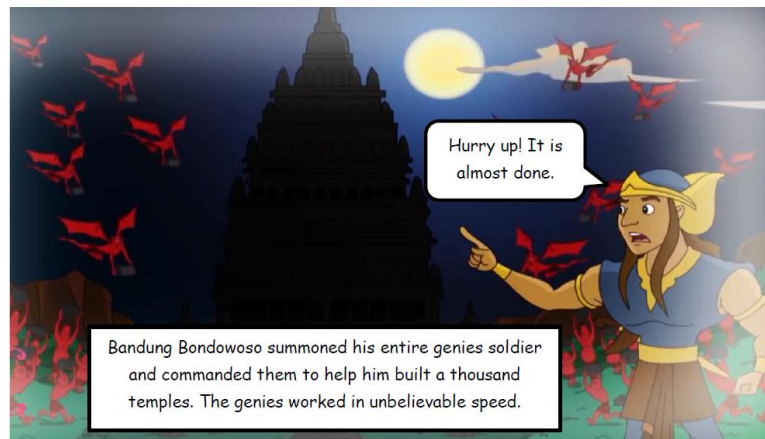

Image Source: *Dongeng Kita*
Picture 4.10 Using *Comic San* Font Type