

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research was conducted by using a Research and Development R&D approach. The researcher refers ADDIE model, which consists of 5 stages: Analysis, Design, Development, Implementation, and Evaluation.

The sample used in this study was students from English village. The instrument used in this study were interviews and expert validators. Supplementary learning module had been validated by 2 IKIP PGRI Pontianak lecturers.

a. Analysis

1) Learning Need Analysis

In the early stages of research to develop a supplementary learning module, the researcher conducts the analysis as described in Chapter 3 above, and the researcher collects data and information relevant to the research problem. The data is then carried out a learning need analysis. The researcher obtained need analysis data through Questionnaire.

Researcher conducted the questionnaire to manager and village staff of Sungai Deras English Village on June 12, 2022. This learning need analysis is the first step towards any question or need from English village of Sungai Deras. In addition, this activity also provides solutions for researcher to develop Supplementary learning module products that suitable with abilities of students in English Village of Sungai Deras.

The learning need questionnaire was conducted to find out more about the problems and need of the English Village of Sungai Deras. The problem found so that the developed supplementary learning modules can meet the need of students in the field, helping students to learn English more easily.

2) Result of Learning Need Analysis

From the results of the data need analysis questionnaire is the need of the Sungai Deras English village. The description explained as follows.

The need of Sungai Deras English village theme explains what the English Village need. The results of the questionnaire filled out by the English village manager, it was revealed that the English village of the Sungai Deras really needed supplementary learning modules, so far they had only used random materials which were then printed. Random materials means that the theme used to teach unstructured. This results in ineffective and unorganized learning and teaching. Therefore, the researchers developed a supplementary learning module for the Sungai Deras English Village. The teaching materials used in this English Village was supplementary learning module adapt to the need of tutors and students there, with the suitable teaching materials the learning process more effective and organize, this was in line with the opinion of (Supriadi 2017) Developed and used according to the need of teachers and students rights will be one of the important factors improve the quality of learning.

b. Design

1) Cover of Supplementary learning module

The cover of the module was printed using ivory 230 gram paper, the cover of the module is titled "Modul Pembelajaran Sungai Deras English Village". The placement of the writing of the title is different, for the title "Modul Pembelajaran " is placed in the left corner, while the title "Sungai Deras English Village" is placed in the middle with a larger writing font than the title on the left. There are photos of teaching and learning activities in the English village of the swift river to add to the aesthetics of the cover, the

researcher also chose colorful as the theme on the cover to attract students.



Picture 4.1 Ivory 230 gram



Picture 4.2 Cover

2) Foreword

The foreword expresses gratitude for completing the development of English village Supplementary learning module. In the introduction, the researcher also apologized for the shortcomings of this supplementary learning module. Researchers also receive constructive criticism and suggestions to correct deficiencies in the Supplementary learning modules



Picture 4.4 Foreword

3) Table of Content

The table of contents contains headings in the Supplementary learning module. The researcher developed a table of contents to make it easier to find the pages in each title.

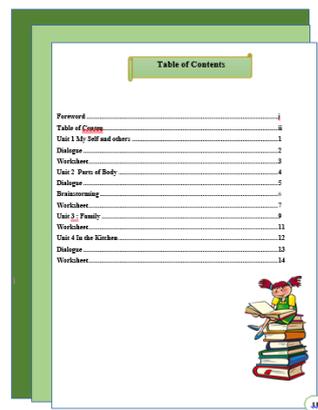


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Table 4.4 Table of Content

4) Content of supplementary learning module

The contents of this Supplementary learning module have made using Microsoft Word 2013. This supplementary learning module has 4 topics that students will learn. The topic are introduce myself and other, part of body, family, and in the kitchen. Each topic has vocabulary, expression, dialogue and worksheet. The completeness of the contents of the research module was described as follows:

5) Dialogue

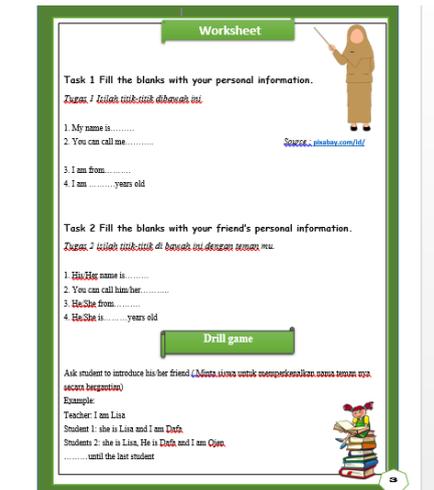
This supplementary learning module was also equipped with a dialogue. Dialogue used as speaking practice



Picture 4. 5 Dialogue

6) Worksheet

This supplementary learning module was also equipped with a worksheet. There were several worksheets that used such as completing sentences, guessing pictures, matching, translating completing and fill the blank.



Picture 4. 6 Worksheet

7) Reference

In this activity contains a list of sources used in developing supplementary learning modules, the source was from the internet, pixabay. The internet address listed on the list was a source for downloading designs and fonts for making covers and finishing content in the book.



Picture 4. 7 Reference

c. Development

The product of the supplementary learning module for learning English in Sungai Deras English village was printed. The product was validated by 2 validators from IKIP PGRI Pontianak lectures for validator. The data from the validator show the quality of product. In deliver the materials the researcher used genre based approach in which there are four stage of genre-based approach use by researcher are building field knowledge, modeling, joint construction, and independent construction.

1) The Expert Judgment

The purpose of expert opinion was to obtain expert opinion on the original design of the materials. The questionnaire was the basis for the expert assessment. Items in the questionnaire were modified according to BNSP materials standards. According to the NBSP, four factors were considered in determining whether an article was suitable: content, presentation, language, and appearance. Therefore, a questionnaire was developed to assess the extent to which the materials met these requirements.

Two materials experts participated in the expert group. Descriptive statistics were used to examine the conclusions of the expert judgment questionnaire. Here are overview of the results:

- a) The result of first revision supplementary learning module validation

Table 4. 1 The Result of the First Revision Media Validation

No	Items	Validator 1	Validator 2
	Content		
1	The materials is arranged according to the abilities of	4	1

	students in Sungai Deras Village.		
2.	The materials arranged is in accordance with the need of students in the Sungai Deras	4	3
3.	Materials (text, tables, pictures, attachments, etc.) that are compiled are relevant to the topic being discussed.	4	1
4.	The materials includes texts or conversations that are relevant to students' daily lives.	4	3
5.	The compiled materials contains Vocabulary and expression components that are in accordance with the topic being discussed	4	3
Presentation			
	Learning activities (activity) are arranged to support students to communicate orally.	2	1
8	Learning activities (activity) that are arranged to support students to learn to work independently or in groups.	2	1
9	Learning activities are arranged systematically, presenting the opening section, core activities, evaluation (in the form of speaking practice), reflection and summary consistently.	2	1
10	The materials compiled is closely related to the daily life of students	2	3
11	Learning activities (activities) are arranged regularly and sequentially starting with guided activities and ending with free guided activities.	2	1
12	The learning activities (activity) that are arranged attract students' interest in learning.	2	1
Language			
13	The language used to give instructions is easy for students to understand.	3	1
14	The English used is in accordance with the correct grammatical rules	3	1
15	The English used adheres to the correct spelling principle (spelling).	3	1
16	The English used is in accordance with the students' cognitive development.	3	1
17	The materials presented in one unit/ activity/ paragraph/ sentence/ reflects the continuity of conveying meaning.	3	1

Lay-out				
18		The materials is printed using ISO standard paper (A4, A5, or B5).	3	3
19		The materials compiled does not use too many letter combinations.	3	1
20		Use of font size and font color can be read properly.	3	1
21		The typeface used is not excessive.	3	1
22		The use of letter variations (bold, italic, capital) is not excessive.	3	1
23		Use of illustrations relevant to the materials.	3	1
24		The placement of layout elements (title, illustration, purpose, etc.) is uniform/consistent.1	3	1
25		References used include the source.	3	3
Total			71	36
Presentation			74	37.5
Average Percentage			55.75	
criteria			Less Feasibility	

$$\text{Validator I} = \frac{71}{96} \times 100\% = 74.$$

$$\text{Validator II} = \frac{36}{96} \times 100\% = 37.5$$

Table 4.2 The Suggestions and Feedback of firs revision

Supplementary Learning Media

Validator	Suggestions and feedback
Validator 1	Make the materials more interesting.
Validator 2	Complete teaching materials with interesting pictures and illustrations. Give instruments for speaking practice. Instruments are clarified by giving the meaning of Indonesian. Pay attention to grammar and spelling. Give number not symbol. Give page.

Based on table the result of the assessment of supplementary learning module expert validators obtained a media validation, score of 71 and 36 with a percentage 74 and 37.5 and according to table 3.4

supplementary learning module has Feasibility criteria and description partial revision. In general are good but there needed to be a revision such as the materials should be more interesting, add more picture and illustration, add some speaking instrument, and etc.

b) The Result of Supplementary Learning Module Validation.

Table 4. 3 The Result of Supplementary Learning Module Validation

No	Items	Validator 1	Validator 2
	Content		
1	The materials is arranged according to the abilities of students in Sungai Deras Village.	4	3
2.	The materials arranged is in accordance with the need of students in the Sungai Deras	4	3
3.	Materials (text, tables, pictures, attachments, etc.) that are compiled are relevant to the topic being discussed.	4	3
4.	The materials includes texts or conversations that are relevant to students' daily lives.	4	3
5.	The compiled materials contains Vocabulary and expression components that are in accordance with the topic being discussed	4	3
Presentation			

	Learning activities (activity) are arranged to support students to communicate orally.	2	3
8	Learning activities (activity) that are arranged to support students to learn to work independently or in groups.	2	3
9	Learning activities are arranged systematically, presenting the opening section, core activities, evaluation (in the form of speaking practice), reflection and summary consistently.	2	3
10	The materials compiled is closely related to the daily life of students	2	3
11	Learning activities (activities) are arranged regularly and sequentially starting with guided activities and ending with free guided activities.	2	3
12	The learning activities (activity) that are arranged attract students' interest in learning.	2	3
Language			
13	The language used to give instructions is easy for students to understand.	3	3
14	The English used is in accordance with the correct grammatical rules	3	3
15	The English used adheres to the correct spelling principle (spelling).	3	3
16	The English used is in accordance with the students' cognitive development.	3	3
17	The materials presented in one unit/ activity/ paragraph/ sentence/ reflects the continuity of conveying meaning.	3	3
Lay-out			
18	The materials is printed using ISO standard paper (A4, A5, or B5).	3	3
19	The materials compiled does not use too many letter	3	3

	combinations.		
20	Use of font size and font color can be read properly.	3	3
21	The typeface used is not excessive.	3	3
22	The use of letter variations (bold, italic, capital) is not excessive.	3	3
23	Use of illustrations relevant to the materials.	3	3
24	The placement of layout elements (title, illustration, purpose, etc.) is uniform/consistent.1	3	3
25	References used include the source.	3	3
Total		71	75
Presentation		74	78.12
Average Percentage		76.06.	
criteria		Less Feasibility	

$$\text{Validator I} = \frac{71}{96} \times 100\% = 74$$

$$\text{Validator II} = \frac{75}{96} \times 100\% = 78.12$$

Table 4. 4 The Suggestions and Feedback of Supplementary Learning Media Validation

Validator	Suggestions and feedback
Validator 1	1. Make the materials more interesting.
Validator 2	1 Feasibility is good and can be used as a module. 2. The sequence of worksheet activities is saved at the end. 3. Everything is oke, just testing the product.

Based on table the result of the assessment of supplementary learning module expert validators obtained a media validation, score of 71 and 75 with a percentage of 76.06. According table 3.4 supplementary learning module has feasibility criteria and description not revision. Based on the resulted in supplementary learning module that were suitable for using in learning activities in Sungai Deras English Village which was feasibility.

d. Implementation

In applying the materials to students in the English village, the researcher uses the GBA (Genre Based Approach). This would help tutors to deliver materials, such as in the Building knowledge section, the tutor asks students' knowledge about introducing myself.

The next stage is modeling, at this stage the researcher practices how and what things are usually used to introduce themselves using English.

After the tutor practiced introductions in English, students were asked what things are often used to introduce themselves. Students answered, first we have to introduce name, then nickname, mention the age, where they come from or where they live and the last mention the hobby. That what we call as joining contraction.

The last stage is independent contraction. Where at this stage the tutor gave a worksheet to see student understanding. This worksheet is in the form of fill the blanks with student personal information.

Table 4. 5 Independent Construction Text

Revan Low Achiever	Rehan Mid Achiever	Anis High Achiever
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1. My name is <u>Revan</u>	1. My name is <u>Muhammad Roihan</u>	1. My name is <u>Anis Zahrani</u>
2. You can call me Revan	2. You can call me <u>Rehan</u>	2. You can call me <u>Anis</u>
3. I am from <u>Sungai Deras</u>	3. I am from <u>Sungai Deras</u>	3. I am from <u>Pematang jambu</u>
4. I am <u>nin</u> (<i>nine</i>) years old	4. I am <u>tin</u> (<i>Ten</i>) years old	4. I am <u>ten</u> years old
5. My Hobby is <u>pot bol</u> (Football)	5. My Hobby is <u>football</u>	5. My Hobby is <u>Joging.</u>

Table 4.8 shows that the low achievers represented by Revan have weaknesses in vocabulary writing. Vocabulary provided that is unstructured and does not match the requested linguistic features such as word: Nin: nine. Potbol: football, so it show that student has not been able to construct the requested by the researcher. The mid achievers represented by Rehan also have weaknesses in vocabulary writing. Vocabulary provided that is unstructured and does not match the requested linguistic features such as word: Pood bol : football, but the student has been able to fill almost all of the questions. The high chiever represented by Anis has understood the correct vocabulary in the questions. It can be seen in the worksheet, student have been able answer the question organization and linguistic element correctly.

a. Evaluation

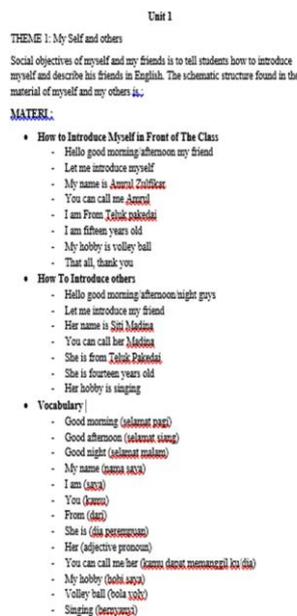
The result of this research is a Supplementary learning module for the English village of the swift river. Revisions are made based on comments and suggestions given by the validators. The following is a suggestion from the validators: (1). Complete the materials with illustrations and pictures to make it more interesting. (2). Provide

materials for speaking practice.(3).Instructions are clarified by giving meaning in Indonesian.

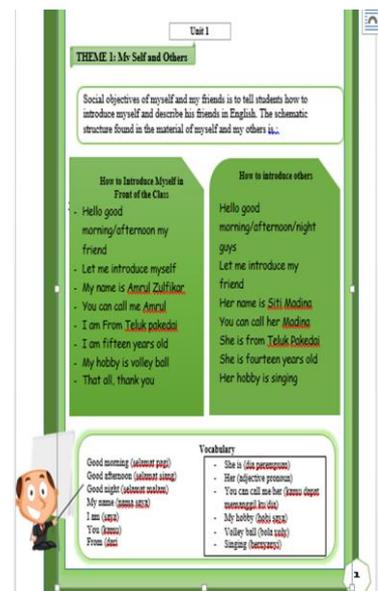
(4).Give page number.

1) Materials

The materials in this module has not changed. The validation results only suggest adding pictures and illustrations to make the module more interesting. Improvements were made to each unit, the appearance of the materials was changed from the previously plain to more colorful. These improvements can be seen in the following figure.



Before



After

Picture 4.8 Materials

2) Worksheet

In the worksheet section there are improvements that have been made. The first improvement is a change in the appearance of the questions. The next improvements were made based on the comments and suggestions of the validator to add questions for the

group, and the question instructions were added to Indonesian. These improvements can be seen in the following figure.

Worksheet

Task 1 Fill the blanks with your personal information.

1. My name is.....
2. You can call me.....
3. I am from.....
4. I amyears old

Task 2 Fill the blanks with your friend's personal information.

1. His/Her name is.....
2. You can call him/her.....
3. He/She from.....
4. He/She is.....years old

Drill game

Ask student to introduce his/her friend

Example:

Teacher: I am Lisa

Student 1: she is Lisa and I am Dafa

Students 2: she is Lisa, He is Dafa and I am Ojen

.....until the last student

Before

Worksheet

Task 1 Fill the blanks with your personal information.

Tugas 1 Isilah titik-titik dibawah ini

1. My name is.....
2. You can call me.....
3. I am from.....
4. I amyears old

Task 2 Fill the blanks with your friend's personal information.

Tugas 2 Isilah titik-titik di bawah ini dengan teman mu.

1. His/Her name is.....
2. You can call him/her.....
3. He/She from.....
4. He/She is.....years old

Drill game

Ask student to introduce his/her friend (*Minta siswa untuk memperkenalkan nama teman nya secara bergantian*)

Example:

Teacher: I am Lisa

Student 1: she is Lisa and I am Dafa

Students 2: she is Lisa, He is Dafa and I am Ojen

.....until the last student

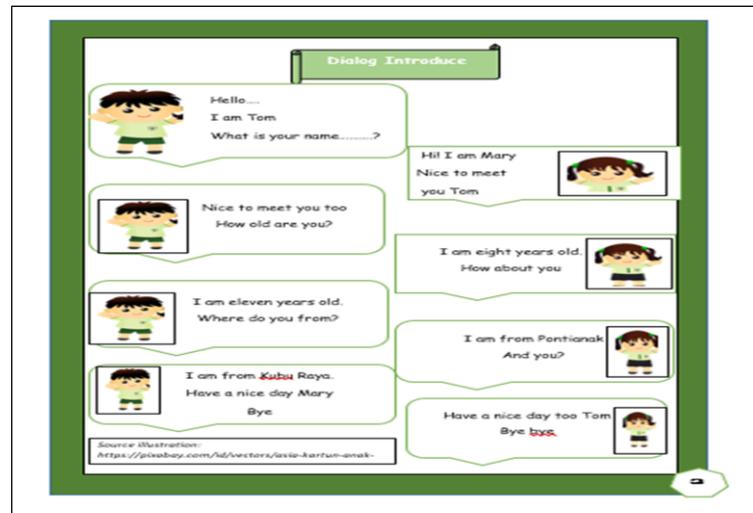
After

Picture 4. 9 Worksheet

e) Dialogue

The results of the validation of suggestions from the validator, namely adding speaking practice to the module. Here the researcher adds a dialogue as a

speaking practice. These improvements can be seen in the following figure.



Picture 4. 10 Dialogue

B. Discussion

This study suggests several discussions related to research problems concerning the results of data analysis, the first problem in this study is the learning need for teaching student of English village of Sungai Deras . The results of the research consist of an open questionnaire. Which was asked to Manager who also double as tutors of Sungai Deras English Village. Questionnaire for manager there were 11 questions. All these questions lead to, design, development, implementation and evaluation. The results of the data from the questionnaire were then processed using thematic analysis and the following results were obtained the need from the English village of Sungai Deras.

This research proposes several discussions related to research problems regarding the results of data analysis, the second problem in this research is to determine the feasibility level of learning materials for teaching English in English Village Sungai Deras. The results of the study consisting of an assessment of the feasibility of the content, the feasibility of the presenter, the feasibility of language and graphics. The results of expert scraps obtained a percentage of 76. 0415%

The results of the study provide an illustration that learning media is feasible to use in learning to improve student learning outcomes. However, there are still some parts that need to be revised from the development of the supplementary learning module, the materials presented must be more interesting for students to respond to and the materials that was arranged must be in accordance with the need of students in the Sungai Dersa English Village.

The results of this study are in line with what was done by (makrifah, 2020) In developing teaching materials it is necessary to pay attention to development model to ensure materials quality teaching in supporting the effectiveness of learning, because the development of teaching materials is basically a process which is linear with the learning process. Availability teaching materials so far are still minimal. Teaching materials should arranged based on the need of learning objectives.

The validity of the questionnaire is known through validation by materials expert as well media using a Likert scale and using range of "81-100%, indicating a very valid criterion" (Riduwan 2016). The validation analysis of supplementary learning module scored 76.0415% on the feasibility criterion, develope Sungai Deras English Village supplementary learning module suitable for repeated use. This finding was also following what was stated by (Sudirman 2022) The questionnaire uses a Likert scale in the form of a checklist. With a Likert scale, the measured variables are translated into variable indicators..

The development of learning materials to Sungai Deras English Village using ADDIE procedures adapted the summary of ADDIE models Sugiyono (2015). The ADDIE model consists of 5 stages namely Analysis, Design, Development, Implementation, and Evaluation. the evaluation stage aims to collect data and information related to the problem that will be researched by the researcher. The design stage aims to develop Supplementary learning module from various things, such as, adjust the learning materials according to the abilities of the students. The Development stage aims to find and

collect the resources needed to develop educational materials. The Implementation stage aims to products have been evaluated or validated to determine the quality of educational materials. And then last Evaluation stage aims to find out the data for make sure that learning materials is suitable for learning process. In develop supplementary using ADDIE aims to make learning can be centered on students and produce innovative and relevant materials.

The results of this study are in line with what was done by (Cahyadi 2019) The ADDIE model uses a systems approach. Essence of the systems approach is to divide the planning process multi-step learning, to organize the steps into logical sequences, then use the output of each step as input to the next step.

In delivering the materials, the researcher uses GBA (Genre Based Approach) as an approach. The approach is proven to be effective in delivering materials to students, especially elementary school students. With this approach, the delivery of materials becomes structured. Likewise, the result of this development intended to be able to contribute benefits to tutors and the young learners who at this time still often have problems in learning so that in learning there were learning media that were less active which the existence of Supplementary learning module this made it right. Target in overcoming the problem faced as a solution the quality and quantity of English learning towards effective and efficient learning.