

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will explain the result of research and five sections of model. First, discuss about the first step in developing English Listening Material based on ADDIE model, it is analysis stage. The second, about design result stage. The third about development result stage, then continued to the implementation result stage. And the last, about evaluation result stage.

A. Research Result

This chapter presents about the result of Research and Developing Digital-Based Listening Materials Using Quizizz. The process was started from the definition of the phrase which included analysis of the curriculum, and students. Then the English listening material is validated by two lecturers of Majapahit Islamic University. After validating the English listening materials, the process is carried out tests on students eight grade at SMP Islam Brawijaya Kota Mojokerto. The researcher gave test to know the practicalities of English listening materials. While, in developing English listening materials the researcher used ADDIE model. Researcher was consisted of five phases that include analysis, design, development, implementation, and evaluation.

B. Development Research

The result of development for English lesson especially for listening skill.

The English listening material was developed in five steps as cited in Endang (2011, P.200). They are analysis, design, development, implementation, and evaluation.

1. Need Analysis

a. Research Subject Analysis

In analysis step, the researcher analyzed students' needs and students' interest. Students' needs were analyzed through syllabus that is managed by Kurikulum Darurat Covid-19. Besides, the researcher also analyzed the digital media that students used in learning English. While, students' interest was analyzed by identifying the students' interest by giving the questionnaires. The need analysis covered the syllabus and students' need. First, syllabus analysis of Junior High School students should learn listening. In standard of competence and basic of competence, the students were expected to be able to listen voice spoken in English perfectly to know what are the speakers said where the students' achievement is measured by the indicators. Second, students' need was analyzed by identifying the students' need, interest, and performance of the students.

1) The Result of Questionnaire for Eight Grade Students

The questionnaire consisted of 15 questions with four answers.

a) Goal

Table 4.1 Questions Number 1 and 2

No	Question	Item	N	Percentage
1.	In your opinion, how is English learning process	a. Very Interesting	a. 1	a. 4%
		b. Less Interesting	b. 20	b. 80%

	especially in listening skills in the classroom?	c. Not Interesting d. Very Not Interesting	c. 3 d. 1	c. 12% d. 4%
2.	In your opinion, how important is it to have the ability to listen in English?	a. Very important b. Quiet important c. Less important d. Not important	a. 22 b. 3 c. 0 d. 0	a. 88% b. 12% c. 0 d. 0

The questions no 1 and 2 were to find the information about students' opinion and interest of learning activities in the classroom especially in listening. Based on the result of the questionnaire in question number 1, 80% of the students assume that listening activity in the classroom was less interesting. It was because in teaching learning process, they only used English listening materials which was not interesting for them. In question number 2, most of the students said that learning listening was very important in English. It means that students need listening activity to improve their listening skill and learn listening in interesting activity.

b) Necessities

Table 4.2 Questions Number 3, 4, and 5

No	Question	Item	N	Percentage
3.	In your opinion, in addition to teaching materials/learning resources that are currently used in learning English, especially listening, is there still needed	a. Very Needed b. Less Needed c. Not Needed d. Very Not Needed	a. 21 b. 4 c. 0 d. 0	a. 84% b. 16% c. 0 d. 0

	additional material to support listening skills?			
4.	In your opinion, does it need to be given a vocabulary list in each material?	a. Very necessary b. Necessary c. Less necessary a. Unnecessary	a. 21 b. 4 c. 0 d. 0	a. 84% b. 16% c. 0 d. 0
5.	Is understanding vocabulary very necessary before understand the material?	a. Very necessary b. Necessary c. Less necessary d. Unnecessary	a. 22 b. 3 c. 0 d. 0	a. 88% b. 12% c. 0 d. 0

The questions number 3, 4, and 5 were aimed to know the students' need of the material. In question number 3, 84% of the students said that they need additional material in learning English. While in questions 4 and 5 most of the students said that vocabulary was important in learning English. It showed that they need more vocabularies to understand the material. And the English listening materials that they use now was less interesting for them.

c) Wants

Table 4.3 Questions Number 6, 7, 8, and 9

No	Question	Item	N	Percentage
6.	What kind of Listening materials do you want in learning English?	a. Short story/ functional text b. Picture c. Article d. Games	a. 20 b. 1 c. 1 d. 3	a. 80% b. 4% c. 4% d. 12%
7.	What kind of task do you want in learning listening?	a. Multiple Choices b. essay c. Fill in the blank	a. 22 b. 2 c. 0	a. 88% b. 8% c. 0

		text d. answer based on picture	d. 1	d. 4%
8.	What capacity building do you expect from learning English especially in listening skills?	a. To be able to improve vocabulary b. To be able to listen well and correctly c. To be able to use the language used in text in daily activity d. To be able to comprehend the text and answer questions correctly	a. 3 b. 20 c. 2 d. 0	a. 12% b. 80% c. 8% d. 0
9.	What kind of learning do you like?	a. Individually b. In pair c. In group d. whole class	a. 1 b. 21 c. 2 d. 1	a. 4% b. 84% c. 8% d. 4%

The aim of the questionnaire was to find the students' want in learning English especially in listening. In questions number 6, 7, 8, and 9, there were no significant different answers in each question. In questions number 6, it was clearly shown that the students like English listening material combine with short story/functional text, and there are three students want listening materials pair with games. It is unexpected answer, because in usual students want every lesson pair in game, but in general listening section is about conversations and fungsional text. The researcher will design how the short story/functional text combine with games

to fulfill the students needs. In number 7, the students also prefer to do task in multiple choices. However, the researcher made the task in English listening materials not only focused on multiple choices, so the task that was designed by researcher still had varied exercise although mostly in multiple choices. Based on the answer of questions number 8 and 9, most of students expected that they want to be able to listen well and correctly and they prefer to work in pair, and in group.

d) Topics

Table 4.4 Question Number 10

No	Question	Item	N	Percentage
10.	In your opinion, what topics do you like in learning English, especially listening?	a. Daily Life	a. 22	a. 88%
		(Family, School	b. 1	b. 4%
		Life, And	c. 1	c. 4%
		Community, Etc)	d. 1	d. 4%
		b. Health		
		c. Nature.		
		d. Economics and		
		Socio-Culture.		

The purpose of this question was to find the information about the students' preference for the topic of materials. Based on the table above, there is 88% students' choose daily life topic. It was present in the English listening materials, because the material was designed by the researcher related to daily life.

e) Material

Table 4.5 Questions Number 11, 12, 13, and 14

No	Question	Item	N	Percentage
11.	Are teaching materials/learning resources used in listening in the classroom interesting?	a. Very interesting b. Less interesting c. Not interesting d. Very not interesting	a. 0 b. 22 c. 2 d. 1	a. 0 b. 88% c. 8% d. 4%
12.	Have the teaching materials/learning resources currently used in listening in the classroom improving your listening ability?	a. Very improving reading ability b. Quite improving reading ability c. Not improving reading ability yet d. Not improving reading ability	a. 0 b. 1 c. 22 d. 2	a. 0 b. 4% c. 88% d. 8%
13.	What capacity building do you expect from learning English especially in listening skills?	a. To be able to improve vocabulary b. To be able to listen well and correctly c. To be able to use the language used in text in daily activity d. To be able to comprehend the text and answer questions correctly	a. 0 b. 2 c. 22 d. 1	a. 0 b. 8% c. 88% d. 4%
14.	In your opinion, how	a. Very important	a. 22	a. 88%

	important is the clear picture in listening?	b. Important c. Not important d. Very not important	b. 3 c. 0 d. 0	b. 12% c. 0 d. 0
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The purpose of these questions was to find out the appropriateness of the material especially in listening. In number 11 and 12, the researcher repeats the question about how is teaching material listening in the classroom and how far the learning listening improve their listening skill. Accordance to number 11 and 12, the students less interesting with teaching materials in the classroom so they are not feeling their listening skill improve. To make the students' interested and easier to understand the material, the researcher combined the material in English listening materials with adorable pictures. It can see in number 14, that 80% of the students assumed that picture is important in learning listening, it can make students motivated and interested in learning.

f) Lack

Table 4.6 Question Number 15

No	Question	Item	N	Percentage
15.	What are the difficulties factors in learning listening?	a. Comprehend the grammar b. Comprehend the text c. Comprehend the vocabulary d. Comprehend the functions of the	a. 1 b. 0 c. 24 d. 0	a. 4% b. 0 c. 96% d. 0

		text		
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The purpose of this question was to know the students' difficulties in learning listening. Based on the table above, 96% students have difficulty in comprehend the vocabulary. Because they assume that the audio run too fast so they can not hear the vocabulary and get the mean.

2. Design Step

In this step, the design of the English listening materials began with design the cover, and the content. Then after the design was clear, it continued with develop the media of English listening materials.

a. Designing the Cover of Listening Materials

Figure 4.1 Design Cover



Researcher use Quizizz for the media to provide place for the English listening materials. Quizizz has a lot of interesting background and many beautiful fonts so the researcher can choose where is the good and can improve the students intersting. For the first, the listening material that

researcher uses in this media namely “Greeting Cards”.

The cover of English listening materials presented interest picture to get learners attention to follow the learning process. There was one cover in English listening materials. The researcher chosed the background with mixed colour between Orange, and Yellow. It is looked so simple and elegant and it was more natural. On the center of the cover contained the tittle of the material and the under of the tittle is the name of the school level, grade and semester of the English listening materials user. The colour of the writing was black. There is a picture that has a same based colour with the background and it is looked brighter. This was interesting.

b. Designing the Content of Listening Materials

1. First Page

Figure 4.2 Design of First Page

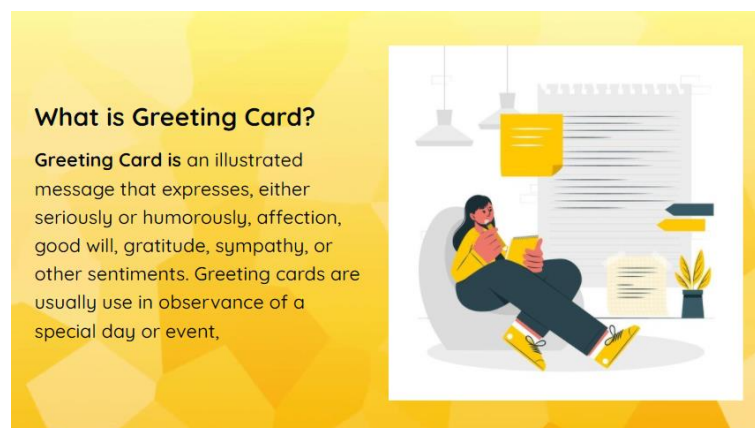


On first page, the opening of English listening material still use the same background as the cover. The colour are mixed between yellow and orange. The title “Holla Students” use font Quicksand (Default Quizizz) and

size of the font largest with black colour on the font, and the introduction of material below follow the format above with the different size of the font medium. In the first page there is no picture but the researcher uses the attractive sentence to interest the students. In the introduction of material, researcher give question of “what is greeting card?”, “what kind of greeting card?”, and etc. The question in first page will give a communicative meeting and bonding between researcher and the students.

2. Second Page

Figure 4.3 Design of Second Page



In this page, researcher start to explain the listening materials. With the bold of words in first paragraph and an additional picture, while the material starts to serious but the students still feel enjoy to follow the class. The researcher explains “what is greeting card?” using language that easy to understand by students at 8 Grade. The mixed colour between background and writing in the second page was bright and balanced, it makes the students see the writing clearly. The researcher guided the material from the

lesson plan and was discussed with the teacher to make sure there is no material that out of topic. So, the students will understand page by page of the material.

3. Third Page

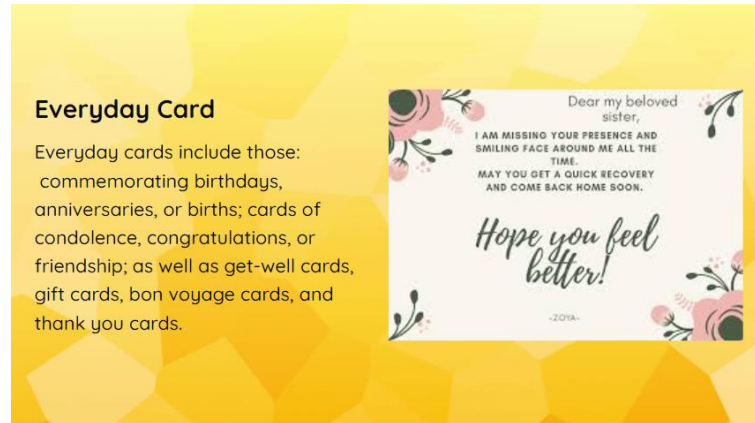
Figure 4.4 Design Third Page



In the third page, listening materials entering the kind of “Greeting Card”. The researcher defines the greeting card in two general classifications, they are seasonal and everyday card. In this page, researcher explain about seasonal cards. In the kind of “Greeting Card” researcher try to give the best explanation for students so it will easy to understanding. With additional picture that also describe “how is seasonal cards?” and the example of it. An easy and fun studying was created

1. Fourth Page

Figure 4.5 Design Fourth Page



At the fourth page, the explanation is continued from third page. This page show “what is everyday cards?” the example and the purpose of everyday cards. The beautiful picture talk about as well as get-weel card. Students will understand how to make a “Greeting Card” and the kind of “Greeting Card”.

2. Fifth, Sixth, and Seventh Pages

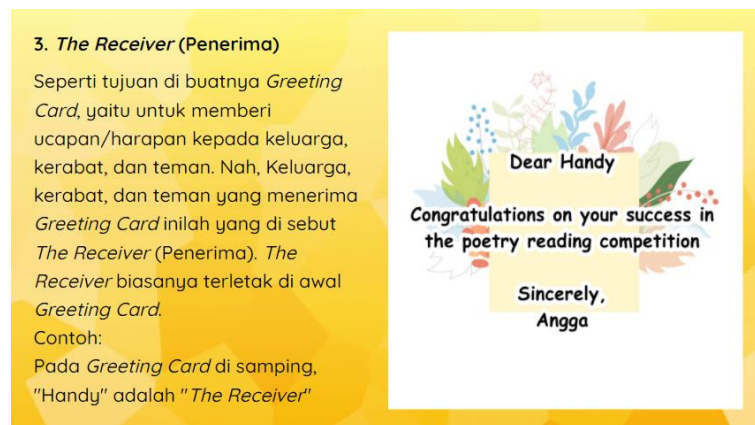
Figure 4.6 Design Fifth Page



Figure 4.7 Design Sixth Page



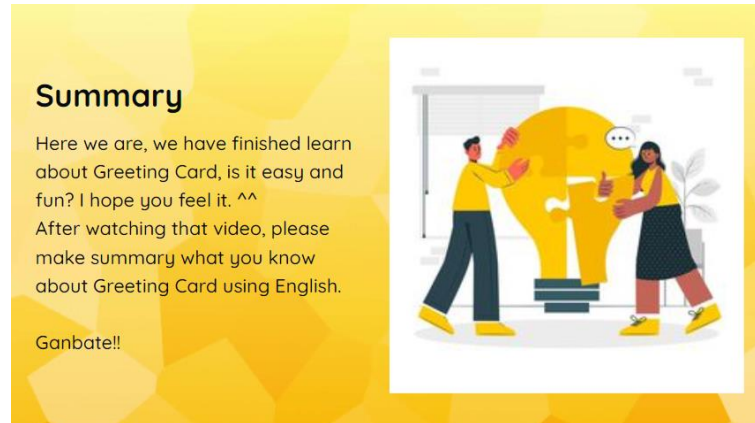
Figure 4.8 Design Seventh Page



In this explanation, the researcher combines three pages. Because one and other pages is a unity. Page five, six, and seven talks about the structure of the "Greeting Card". It is including the sender, the compliment, and the receiver. Every page explains about the Structure one by one. The explanation above was include where should write the structure and purpose of the structure. The great picture that adds to the page also give the example of the explanation. This material quiet fun and easy to understand.

3. Eighth Page

Figure 4.9 Design Eighth Page



Last page, in this page researcher have done to convey the material. with ask some summary about the material that has been discussed, so researcher able to know where the students' knowledge about listening materials "Greeting Card".

3. Development Step

Before the English listening materials was implemented to the students, it was validated by two experts; material expert and media expert. The material expert was validated by lecturers of English Education Program of Majapahit Islamic University. They assessed, suggested and gave comments towards content of the English listening materials and also validated the accuracy of materials displayed in the English listening materials, Meanwhile, the media expert was the ICT teacher of SMP Islam Brawijaya Kota Mojokerto. He assessed and suggested and gave comments towards cover, picture, color, font size and type presented the English listening materials. The English listening

materials also validated by the English teacher and the students of SMP Islam Brawijaya as users and respondent.

Data validation from material expert, media expert, English teacher and users were explained as follows:

1) Material Expert Validation

The data from material expert was collected by using closed-ended questionnaire. Validation from material expert was include in six aspects:

1) relate to the curriculum; 2) the example relates with the condition of students' circle; 3) stimulate to the interaction; 4) focus to the formal language of students; 5) help the students to increase learning English skill; 6) help the students to implement the language skill. The questionnaire for material expert consisted of 8 items. Here is the results of the validation from material expert:

Table 4.7 Result of Material Expert

No	Statement	Score obtained	Maximum Score
1	2	3	4
A.	Kelayakan Isi		
1.	Materi Pembelajaran "Greeting Cards" dibuat sesuai dengan standar kompetensi dan kompetensi dasar	4	4
2.	Materi Pembelajaran "Greeting Cards" dibuat sesuai dengan kemampuan siswa/siswi	3	4
3.	Materi Pembelajaran "Greeting Cards" dibuat sesuai dengan bahan ajar yang dibutuhkan di SMP	4	4
4.	Materi Pembelajaran "Greeting Cards" disajikan dengan alur cerita yang memudahkan siswa memahami materi	3	4

5.	Materi yang disampaikan berkaitan dengan kehidupan sehari-hari	3	4
B.	Komponen Kebahasaan		
1.	Bahasa yang di gunakan dalam Materi Pembelajaran “Greeting Cards” komunikatif	3	4
2.	Bahasa yang di gunakan dalam Materi Pembelajaran “Greeting Cards” mudah di pahami	4	4
3.	Bentuk dan ukuran huruf yang digunakan pada Materi Pembelajaran “Greeting Cards” dapat di baca	4	4
	Σ score	28	32
	Percentage	87,5%	100%
	Criteria	Very High	

Based on the questionnaire that has been filled by expert, there are comments and suggestions from material expert. The English listening materials is stated as good product as it can help the students in listening, but there are suggested from the expert toward the English listening materials; “pay attention to spelling and the grammar when record the audio for the test”.

2) Media Expert Validation

Media expert was the validator who should validate the English listening materials in term of performance. The data from media expert was collected by using questionnaire. Validation from media expert is considered from three aspects: 1) the suitability between description and picture of materials; 2) easy to operate for students; 3) attractive performance; 4) appealing content. The questionnaire for media expert consisted of 10 items. Here the results of the validation from media expert:

Table 4.8 Result of Media Expert

No	Statement	Score Obtained	Maximum Score
1	2	3	4
A.	Design Cover Media		
1.	Tampilan Media Pembelajaran “Greeting Cards”	3	4
2.	Kesesuaian design dan tampilan untuk siswa	4	4
B.	Design Isi Media		
1.	Urutan Penyajian materi dalam Media Pembelajaran	4	4
2.	Tata letak gambar dan penjelasan setiap gambar	4	4
3.	Variasi jenis huruf (font) untuk tampilan pada Media Pembelajaran “Greeting Cards” menarik	3	4
4.	Penggunaan kombinasi warna antar huruf, background, dan gambar pada Media Pembelajaran sudah tepat	3	4
5.	Kesesuaian animasi yang digunakan	3	4
6.	Media Pembelajaran mudah dan sederhana dalam pengoperasiannya	4	4
	Σ score	28	32
	Percentage	87,5%	100%
	Criteria	Very High	

Based on the questionnaire that has been filled by expert, there are following comments and suggestions from design expert. Design expert stated that the design of the product is very good and appropriate for the students, but it needs perfection of the product. Here were some comments and suggestions from the design expert:

3) Teacher Validation

The English listening materials that have been validated by material validator and media validator needs to be validated by teacher. The questionnaire for teacher consisted of 10 items. Beneath the result of teacher's questionnaire:

Table 4.9 Result of Teacher

No	Statement	Score Obtained	Maximum Score
1	2	3	4
A.	Kelayakan Isi		
1.	Materi Pembelajaran "Greeting Cards" dibuat sesuai dengan standar kompetensi dan kompetensi dasar Kurikulum Darurat Covid-19 Bahasa Inggris	4	4
2.	Kesesuaian materi "Greeting Cards" dengan indikator pada Kurikulum Darurat Covid-19	4	4
3.	Materi Pembelajaran "Greeting Cards" dibuat sesuai dengan kemampuan siswa/siswi	4	4
4.	Kemudahan mamahami materi Pembelajaran "Greeting Cards" yang disajikan dalam Media Pembelajaran Digital	3	4
5.	Materi Pembelajaran "Greeting Cards" disajikan dengan alur cerita yang memudahkan siswa memahami materi	3	4
6.	Tingkat kedalaman materi sesuai dengan tingkatan siswa SMP kelas VIII semester 1	4	4
B.	Komponen Kebahasaan		
1.	Bahasa yang di gunakan dalam Materi Pembelajaran "Greeting Cards" komunikatif	4	4
2.	Bahasa yang di gunakan dalam Materi Pembelajaran "Greeting Cards" mudah di pahami	3	4
3.	Materi Pembelajaran "Greeting Cards" ini menggunakan kalimat sederhana	3	4
4.	Secara keseluruhan Materi Pembelajaran "Greeting Cards" ini sangat membantu guru	3	4
	Σ score	35	40

	Percentage	87,5%	100%
	Criteria	Very High	

Beside questionnaire, the researcher also discussed the English listening materials with the teacher. The result of the questionnaire, there were no comments and suggestions about the product.

4) Small Group Try Out

The English reading materials was implemented in small group. This try out consists of 5 students. The product and questionnaire were given for the students as the small group try out. The product was the English listening materials and the questionnaire consists of 10 statements that have to fill by the students

Table 4.10 Result of Small Group Try Out

No	Statement	Score Obtained					Total Score	Maximum Score
		1	2	3	4	5		
1.	Gambar yang terdapat pada cover Media Pembelajaran “Greeting Card” menarik	3	4	4	3	3	17	20
2.	Materi Pembelajaran “Greeting Card” menarik untuk dipelajari	4	4	4	4	4	20	20
3.	Materi Pembelajaran “Greeting Card” mudah dipahami	4	3	3	4	4	18	20
4.	Tidak ada kesulitan dalam memahami Materi Pembelajaran “Greeting Card”	3	3	3	3	4	16	20
5.	Warna -warna yang digunakan membuat semakin tertarik untuk mempelajari Materi	4	4	4	4	4	20	20

	Pembelajaran “Greeting Card”							
6.	Gambar yang diberikan di dalam Materi Pembelajaran “Greeting Card” membantu untuk memahami materi	4	4	4	3	4	19	20
7.	Contoh-contoh yang diberikan dapat memperjelas uraian	4	4	4	4	4	20	20
8.	Materi Pembelajaran “Greeting Card” yang diberikan dapat di implementasikan dalam kehidupan sehari-hari	3	3	4	3	4	17	20
9.	Urutan Materi Pembelajaran “Greeting Card” mempermudah dalam mempelajari materi setiap poin-poin materi	4	4	4	4	3	19	20
10.	Materi Pembelajaran “Greeting Card” menambah pengetahuan yang baru	3	3	4	4	4	18	20
	$\sum score$						184	200
	Percentage						92%	100%
	Criteria						Very High	

5) Result of validation

English reading materials developed based on ADDIE model through three stages of validation and one small group try out. The first validation was conducted by material expert at Majapahit Islamic University. The second validation was conducted by media expert at Majapahit Islamic University. The third validation was conducted by the teachers of SMP Islam Brawijaya. and one small group try out as respondent. Based on the results of the

validation of the experts, the feasibility data obtained from English listening materials and improvement suggestions. Suggestions and revisions done at this stage. There are some things related to the completeness of the English materials presented. The Suggestion is then used by the researcher for product revision are:

1. Repeat check the spelling of vocabulary and the grammar before the audio use for students' test.

4. Implementation

There were twenty-five students of VIII D class of SMP Islam Brawijaya. In this implementation the researcher uses 5 students as small group try out. Before the students used the product, the researcher show the product to the students in order to explain the process of using the product. The English listening materials was implemented in students. This implementation consists of five students. The product and questionnaire were given for the students. The product was the English listening materials and the questionnaire consists of 10 statements that have to fill by the students. The researcher implemented the product to the students by teaching practice and gave the English listening materials for students in a meeting. The meeting as introduced some materials to the students. In a meeting, the researcher explained a little bit about "Greeting Card". In the end of the meeting the students were given the questionnaire and the questionnaire were returned directly after the students finished filling it.

5. Evaluation

The data was analyzed by using descriptive quantitative analysis. The quantitative analysis was used to describe data of close-ended questionnaire from media expert, material expert, Teacher validation, and small group try out. The following is discussion of English listening materials validity. The validation result in term of material is good, but it still need revision to perfection the product. The expert suggested repeat check the audio before it uses to students' test. Based on the data, scores obtained is 28. Where is the maximum score is 32, then the percentage is 87,5%, based on the data. The product is in the "Very High" category. But it still needs to be revised to reach perfection the product. Thus, the English listening materials has been acquired after some revision and it was proper to be implemented. The validation result in term of media based on data is 35, where is the maximum score is 40. So, the percentage is 87,5% and the product is in the "Very High" category. After the material and media expert said that the product can be used for the students, then the product is given to the teacher. He gave comment about the English listening material are interesting, good product and appropriate in learning as learning media. The validation result in term of material is very good and appropriate to the students. Based on the data, scores obtained are 35, it was high category. Where is the maximum score is 40, then the percentage is 87,5%, the product is in the "Very High" category. He recommended to continued for the implementation to the students. Small group try out was

conducted to investigate the users' respond of the worksheet. There were 5 students as the users. Data from small group try out was collected by using close-ended questionnaire. There are 10 questions. Based on the data, scores obtained is 184. Whereas the maximum score is 200, then the percentage is 92%, the product is in the "Very High" category.

Then implementation continued to all the students VIII D at SMP Islam Brawijaya Kota Mojokerto. There were 25 students. Researcher started to explain the listening materials, after finish explain the materials, researcher ask the students to doing some test to know how far the students understand about the materials. And the result of test from 25 students, there were 19 students get 100% accuracy, 4 students get 91% accuracy, 1 student get 82% accuracy, and 1 student get 73% accuracy which is the value is under of standard minimum completeness of mastery learning. And the average score from 25 students is 9144, and students with high of standard minimum completeness of mastery learning 24 students and 1 student with under of standard minimum completeness of mastery learning.

Teaching and learning is a systematic process that includes many components. One of the components is the source of learning. Learning resources are everything that can be used and support the learning process effectively to facilitate the achievement of goals either directly or indirectly. This understanding explains that a teaching material must be designed and written with an instructional principle because it will be used by the teacher to

help and support the learning process (Ruhimat, 2011) Teaching materials are part of learning resources. According Depdiknas (2008) that teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities, both written and unwritten materials. While Sudjana (2009, p. 167) stated that teaching material is the content of the particular field of study that is given to the student based on the curriculum used in the school. It can be concluded that teaching materials are the tools and text that teachers need for planning and reviewing the implementation of learning in the classroom. The teaching materials at least includes among others: Study instructions, competence to be achieved, content, support information, exercises, evaluation and response or feedback to the evaluation result. Students' English listening materials is described in terms of material and design. In term of material, the students' need was designed based on the curriculum and syllabus. In term of design, the researcher designed the materials considered with many aspects that supported. Such as designing page layout, stylistic, colors, size, shape arts and attractive pictures. The materials should have attractive presentation, especially for digital media.

The materials supported with the attractive and enjoying pictures. It considers about colorful for the pictures. It is also suggested from the expert, the researcher should be selected the picture that have to colorful. The students get easy to understand the materials through the pictures, moreover the interesting pictures. It is supported by Harmer (2001) said that the pictures can

help the students do anything better. To conclude, a good learning media should have an impact to the students to attract their interest to learn such as a English listening materials should has good material based on the curriculum and syllabus, good performance of English listening materials design which is suitable with the students' need.