

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents the procedure, process and the result of developing My Papa Darling as an English teaching media for part of speech. In the chapter III explained that the researcher adapted the model by Thiagarajan (1974) which is called as Four-D (4D) Model, it consists of 4 phases namely define, design, developed and disseminate. The result of each phases of developing media as following:

4.1 Research Result

4.1.1 Define

4.1.1.1 Front-end analysis

In this step, the researcher doing analysis towards English Curriculum that used in SMP Negeri 58 Surabaya, based on the book and material for 9 E grade students.

4.1.1.2 Learner analysis

Based on interviewed with 9 E grade students in SMP Negeri 58 Surabaya, the researcher obtained the information that average of ages of them is 15-16 years old, and the problem in learning English usually because of less confident, they feel boring in English lesson, and the lack motivation to learn English especially part of speech.

4.1.1.3 Task and conceptual analysis

Based on the observation by researcher done before, the learning activities applied by English teacher in 9 E grade students of SMP Negeri 58 Surabaya did with traditional method which student listen and taking note what teacher speaks and writes in the whiteboard.

4.1.1.4 Specifying instructional objectives

In this step, the researcher formulated the results of the task and conceptual analysis which done before. In this way, the researcher considered that availability of English learning media in SMP Negeri 58 Surabaya is limited, and the result is it makes student feels uninterested in learning English activities. So, the used of media is needed since it can makes good atmosphere in the classroom.

4.1.2 Design

4.1.2.1 Material and Media Selection

In this research, the researcher selected My Papa Darling as an English learning media for part of speech. This selection of media according to the limitation of used media by English teacher of SMP Negeri 58 Surabaya in English learning process. Based on that case, the researcher motivated to develops English learning media which could help student more easier to understand part of speech and makes good atmosphere in the classroom since the form of My Papa Darling is a board game.

4.1.2.2 Format selection

The design research of My Papa Darling is completed with the guidance paper that consists of the steps and rules of running this media of board game. In production of My Papa Darling involved the students and teacher. The role of students in this research gave response toward My Papa Darling by filled student questionnaire and the teacher filled of validation instrument of My Papa Darling.

4.1.2.3 Design of Product

My Papa Darling (Mainan Papan Belajar Grammar Bahasa Inggris) a kind of media is formed like board games, it is created to make students easier to learn grammar especially in Part of Speech namely noun, pronoun, verb, adverb,

adjective, preposition, conjunction, and interjection. My Papa Darling can be played by maximum 4 players and 1 umpire, the players should roll the dice to get the instruction to run the game. The design of My Papa Darling as follows :

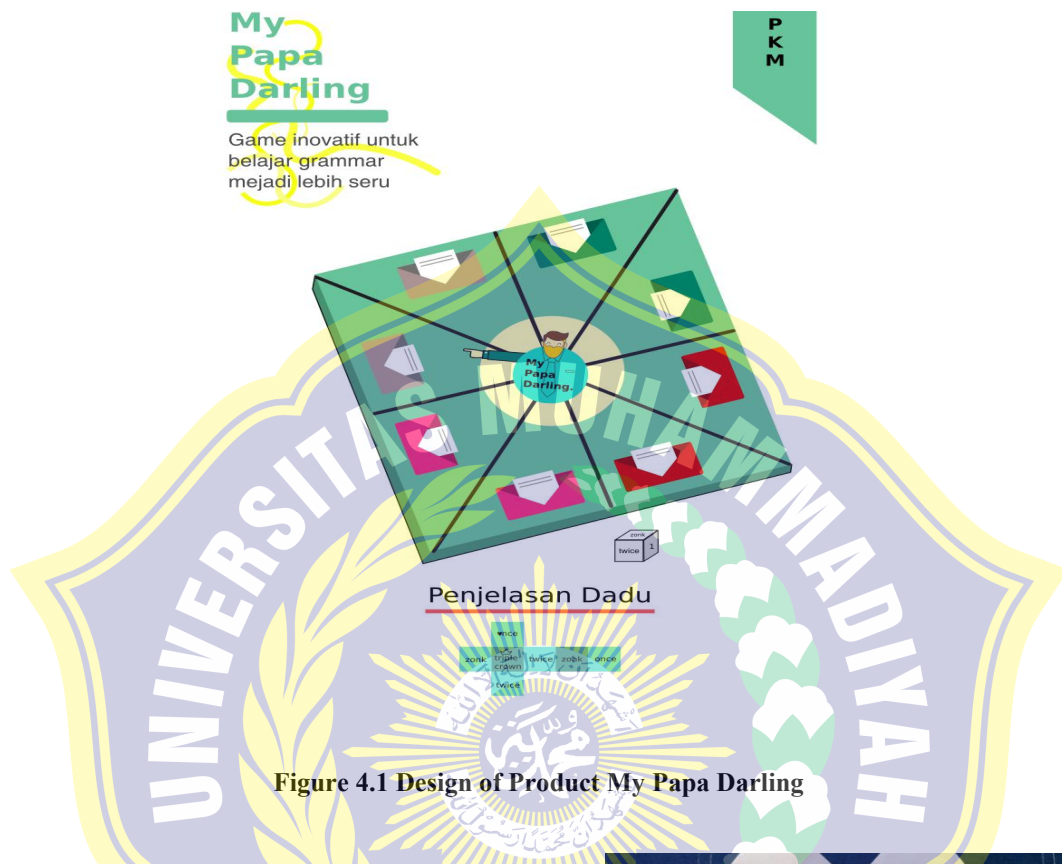


Figure 4.1 Design of Product My Papa Darling



Figure 4.2 Prototype of Product My Papa Darling

Design of My Papa Darling is a square size 40 cm x 40 cm with a thickness of 1 cm. The material is made from plywood, painted with green and pink colors. Base layer of this is marked with My Papa Darling sticker paper. There are 8

envelopes with attractive colors and kinds of part of speech in it. The players get instruction to run the game if they are spin the arrow then rolling the dice, size of My Papa Darling's arrow is 10 cm and the dice is a cube size 3 cm.



Fig

ure 4.3 Design of My Papa Darling Guidance

My Papa Darling is equipped with a guidance paper which contain the rules and steps to running the games of My Papa Darling in purpose to make students understand about it games.

4.1.3 Develop

4.1.3.1 Validation from Experts

In this phase of research, there is an explanation about the validation result of design product of My Papa Darling Media. This validation was conducted after the product of My Papa Darling media had been made. The design product was evaluated by experts.

Table 4.1 Validators of My Papa Darling Media

Experts	Name	Occupation
Validation of My Papa Darling Product	Vega Hesmatantya.,M.Pd.	Lecture in Muhammadiyah University of Surabaya
Validation of My Papa Darling Product	Lies Maisara Amaliyah.S.Pd.	English Teacher in SMP N 58 Surabaya

Based on the guidance of analysis product validation in the Chapter III. The result of validation can be seen in the table below.

Table 4.2 Design of My Papa Darling Validation Result






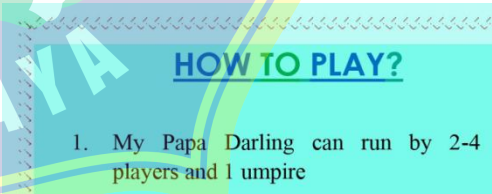
No.	Aspects	Validators		The average of the items	Criteria
		1	2		
1.	Durable	3	4	3,5	Valid
2.	Attractive shape and colors	2	4	3	Valid
3.	Simple and easy to use	3	4	3,5	Valid
4.	The size is appropriate with the users	3	4	3,5	Valid
5.	The conformity of Part of Speech material	3	4	3,5	Valid
6.	The display give positive impression to attracted students learning interest	4	4	4	Very valid
7.	The display supported the students to involve in learning activities	3	4	3,5	Valid
8.	The display is interesting	3	4	3,5	Valid
The average of validation total				3,5	Valid

Based on the table 4.2 it can be seen that the result of design product of My Papa Darling obtained the average of validation total is 3,5 with the criteria is valid. Validators give suggestions and advices that My Papa Darling is worth to be used with some revision.

4.1.3.2 Design Revision

After step of validation from experts, the validator gave some suggestions for the product to make it better. As follows in the table 4.3.

Table 4.3 Design Revision of My Papa Darling

No.	First Prototype	Final Product
1.	<p>Validator suggestion : In the first prototype of My Papa Darling, the base layer color of this product is green color only. Then the suggestion is to make My Papa Darling more attractive, the researcher need add the other colors, so for this product consists of two version of colors, pink and green.</p> 	
2.	<p>Validator suggestion : In the first prototype of My Papa Darling, the envelopes is only plain without any variation. Then the suggestion is to add some illustration visual style for make it attractive.</p> 	
3.	<p>Validator suggestion : In the first draft of My Papa Darling guidance paper, the rules of running the games is still not clear. Then the suggestions is to add the umpire in the rules no. 1 to guide the players in order to make it as a fair play and changed the language of the guidance paper in English.</p> 	

4.1.3.3 Field Trial

After validation from expert and revision of the design product, the researcher did field trial in 9 E Grade of students SMP Negeri 58 Surabaya. The students joined teaching and learning process and the researcher did observation by filled observation checklist sheet.

4.1.3.3.1 Observation Sheet Result

Observation of My Papa Darling did during learning activities. The observer filled observation checklist sheet according to the indicator aspects that provided in the table. The data result of observation checklist sheet can be seen on table 4.4.

Table 4.4 Observation Checklist Sheet Result

No.	Aspects	Scores				Notes (If Necessary)	Criteria
		1	2	3	4		
PRE-TEACHING							
1.	The teacher starts the lesson by greeting and praying			√		The teacher did not lead students to pray because of that day English is a second lesson, so students already pray in the first lesson	Good
2.	The teacher asks students' condition				√		Excellent
3.	The teacher checks students' attendance list				√		Excellent
4.	The teacher delivers the outline topic material of what they are going to learn				√		Excellent
WHILST TEACHING							
5.	The teacher explains the material about Part of Speech				√		Excellent
6.	The teacher introduces My Papa Darling board game to learning Part of Speech				√		Excellent
7.	The teacher clearly explains the guideline rules of using My Papa Darling				√		Excellent
8.	The teacher divides the students into groups with 2-4 members and 1 umpire to run My Papa Darling board game				√		Excellent
9.	The teacher gives opportunity for students' to ask the questions related to the using of My Papa Darling			√			Good
10.	The students' understand about the rules of the game				√		Excellent

11.	The students' able to mention the word as belong to the kind of Part of Speech			√		Excellent
12.	The students' able to make a sentence using the kind of Part of Speech			√		Excellent
13.	The students' cooperate well during the game			√	Students enjoy the game and obey the rules.	Excellent
14.	The teacher checks students understanding by collected the students final score after the game			√		Excellent
POST-TEACHING						
15.	The teacher gives a reward and appreciate to the winner of the game			√	The teacher also gives feedback to the students about their performances	Excellent
16.	The teacher asks the students to summarize the lesson			√		Good
17.	The teacher ends the lesson by greeting			√		Excellent
The average of observation sheet total					3,8	Excellent

Based on the table 4.4 it can be seen that the result of observation checklist sheet of My Papa Darling obtained the average of validation total is 3,8 with the criteria is Excellent. It means that My Papa Darling is appropriate in English teaching media for Part of Speech.

4.1.3.4 Students Questionnaire Result

Students questionnaire in the research is students responses toward the product which are developed. Students gave their responses by giving score rate from very agree to not agree. Students filled questionnaire after the field trials. In this section, the researchers asked students to fill questionnaire by online in google form due to covid-19 pandemic era. The data result of the questionnaire can be seen on table 4.5.

Table 4.5 Student Questionnaire Result

No.	Indicators	ΣNRS	%NRS	Criteria
1.	The display of My Papa Darling is Interesting	54	90,00	Very Strong
2.	The guideline of using My Papa Darling is clear	54	90,00	Very Strong
3.	The use of My Papa Darling is easy	55	91,66	Very Strong
4.	The use of My Papa Darling makes me More active in learning activity	55	91,66	Very Strong
5.	Learning while using My Papa Darling is joyful	53	88,33	Very Strong
6.	Learning while using My Papa Darling increases my motivation in Part of Speech	51	85,00	Very Strong
7.	Learning while using My Papa Darling makes me easier to understand Part of Speech	52	86,66	Very Strong
8.	Learning while using My Papa Darling improves my soft skills in teamwork	52	86,66	Very Strong
9.	The use of My Papa Darling makes me happier in learning English	53	88,33	Very Strong
10.	The use of My Papa Darling becomes my new experiences in learning English	53	88,33	Very Strong
Avarage of NRS			88,66	Very Strong

Based on the table above, it can be seen that the result of students questionnaire towards My Papa Darling as an English learning media in Part of Speech are elaborated as follows:

The first item of students questionnaire is about the display of My Papa Darling is interesting. The criteria of the first item is very strong, it can be seen from the total of students response score is 54, and the percentage is 90,00%.

The second item of the content is about the guideline of using My Papa Darling is clear. The criteria of the second item is very strong, it can be seen from the total of students response score is 54, and the percentage is 90,00%.

The third item of the content is about the use of My Papa Darling is easy. The criteria of the third item is very strong, it can be seen from the total of students response score is 55, and the percentage is 91,66%.

The fourth item of the content is about the use of My Papa Darling makes me more active in learning activity. The criteria of the fourth item is very strong, it can be seen from the total of students response score is 55, and the percentage is 91,66%.

The fifth item of the content is about learning while using My Papa Darling is joyful. The criteria of the fifth item is very strong, it can be seen from the total of students response score is 53, and the percentage is 88,33%.

The sixth item of the content is about learning while using My Papa Darling increases my motivation in part of speech. The criteria of the sixth item is very strong, it can be seen from the total of students response score is 51, and the percentage is 85,00%.

The seventh item of the content is about learning while using My Papa Darling makes me easier to understand Part of Speech. The criteria of the seventh item is very strong, it can be seen from the total of students response score is 52, and the percentage is 86,66%.

The eighth item of the content is about learning while using My Papa Darling improves my soft skills in teamwork. The criteria of the eighth item is very strong, it can be seen from the total of students response score is 52, and the percentage is 86,66%.

The ninth item of the content is about the use of My Papa Darling makes me happier in learning English. The criteria of the ninth item is very strong, it can be seen from the total of students response score is 53, and the percentage is 88,33%.

The tenth item of the content is about the use of My Papa Darling becomes my new experiences in learning English. The criteria of the last item is very strong, it can be seen from the total of students response score is 53, and the percentage is 88,33%.

The average of the aspects score shows 88,66%, and the criteria is very strong with positive response. It shows that My Papa Darling is appropriate to use in teaching and learning English.

4.1.4 Disseminate

The result of this research will be distributed to the English teacher in other schools, but because of limited time and material, so the phase of disseminate done only in field trial.

4.2 Research Discussion

In this part, the researcher discusses two of questions that formulated in the chapter 1, those are: 1) How is the appropriateness of My Papa Darling as a media for teaching Part of Speech? 2) How is students' response of 9th grade in SMPN 58 Surabaya of use My Papa Darling as a media for teaching Part of Speech?

For answering the first question, researcher did validation of product My Papa Darling to the experts. The researcher arranged 8 aspects of My Papa Darling design product validation according to the Permendikbud No. 24 in 2007 about standardization of learning media. The one of suggestion is about the color of product, validators gave the suggestion to add others color as base of layer My Papa Darling to make it more attractive.

The color tones in learning media is very important, thus in the prototype of product, researcher choose green color, because in learning media it is identical with nature, and able to give calm & relax atmosphere (Zharadont, 2015). Then the

researcher add pink as second color of My Papa Darling, based on Zharadont (2015) pink color in learning media represented of joy, desire, sense and often related with feminine things.

My Papa Darling is a board game that consists rules in it, the game can running by 4 players and 1 umpire. The aims of the rules is to make it easier for players in their role, arise of tolerance, sportsmanship, and strengthen of teamwork (Hamshire, Forsyth, and Whitton, 2013). Illustration visual style by My Papa Darling is uses decorative style, it is proved in the colorful pattern of the envelopes of My Papa Darling. As stated by Soebandi (2008) that decorative style in learning media makes the happy and delight feeling.

Furthermore, the appropriateness of My Papa Darling product get from the result of validation, the list of validators can be seen on the table 4.1 and the result of validation product can be seen on the table 4.2. Based on the result of validation from experts, design product of My Papa Darling obtained the average of validation total is 3,5 with classification is very good.

Beside that, the appropriateness of My Papa Darling is also proven by the result of observation checklist when the researcher did field trial in SMP Negeri 58 Surabaya. Based on field trial, in the learning activity the teacher successfully follows step by step of using My Papa Darling in accordance with the guideline. For instance, the teacher divided students into group with 2-4 member and 1 umpire then the teacher explained the rules of the game and make sure that all the students are understand. Moreover, the students cooperate well during learning activity using My Papa Darling, they are enjoy the game and obey the rules. So, the function of My Papa Darling is as media to make them easier to learning Part of Speech. As the result, the average observation checklist sheet total is 3,8 with the criteria is

excellent. It means that My Papa Darling is appropriate to use as an English teaching media for part of speech.

Then, for answering the second questions, researcher distributed the questionnaire to the 9th grade students in SMPN 58 Surabaya. The result of student questionnaire can be seen on table 4.5. The student responses is related to the use of My Papa Darling.

The indicator of My Papa Darling display get total response with 90,00%, the indicator joyfulness and happier student while using My Papa Darling get total response with both 88,33%. It means that this media uses interested visual, font and color for students. Elin (2018) explained that the relevant use of display in learning media will make students easier to understand about the material and create joyful atmosphere in learning activity.

The indicator of clarity guideline of using My Papa Darling get total response with 90,00% and the indicator of the easiness of use My Papa Darling get total response with 91,66%. It means that the students is easier to use My Papa Darling because of the guideline. It is related with Sukanya and Nutprapha (2017) said that media will be easy to use if there is a guideline within.

The indicator of students being active get total response with 91,66% and the indicator of students improving the soft skills of teamwork get total response with 86,66%. It means that through My Papa Darling students motivated to be more active in work together to solving the problem with their team, asking the teacher if there is difficulty and brave to delivering their opinion (Ratminingsih 2018).

The indicator of motivated students in learning activity through My Papa Darling get total response with 85,00%. It is because of My Papa Darling is media that equipped with interesting visual and rules. Based on Elin (2018) students

motivation will be increases because of educative board games served with communicative and interested material.

As the result, the answer of second question above is the use of My Papa Darling as an English teaching media for part of speech calculated in very strong criteria with positive response by students.

