CHAPTER IV

RESULT AND PRODUCT

A. Profile and Quality Of The Existing Model

This observation is done on a class in English majors by researcher during the learning process is done, its very obvious that students need something new in the learning model all due to the limited media that rely solely on a whiteboard, markers, LCD, and eraser, then learning situation only focused oneducator's words and little enthusiasm from students who really want to master subjects it well. it can be concluded that the students need a new instructional media in the Department of English (Grammar I) because this is particularfoundation for the students in next grammar level process.

The researcheralso interviewed the English grammar teacher and the result showed that she needs a sightly material for teaching English, especially in grammar. She needs a familiar material with students' daily life, and also allowing them to repeat it at home later, hopefully it can increase their ability in English. Then the questioner presented in appendixes.

B. Result of Need Analysis

   1. Interview

An interview with English Grammar teacher in English Departmentthat have done in 20th of may 2014, at 11.00 − 12.00 o'clock. It show from dialogue that concluded by the researcher :

Basically teaching grammar is not easy for English Department students, but I will be doing the best for my students. Sometimes I find thedifficulties in explaining the material for my students ,it caused the different of their background school. And, I conclude that my students were in the upper intermediate category, but do not rule out the possibility they could be in only "Can" but "Not mastered" category.

The researcher craves a media that they can use in the classroom or at home so that they not only learn at the time that subject but also alone in home.(questionnairecan be foundinappendix).

2.Syllabus

Syllabus was the first important thing for composing the material. From syllabus, the researcher could see what materials taught and applied it to the multimedia program.. Whereas the syllabus used will presented below:

Table 4.1   The Syllabus of Englishgrammar Learning at English Department for the Students in 2ⁿᵈ Semester

Objective	Topics	Indicators
Students can use simple present tense in the right time correctly	Simple Present tense	Students can write sentences using simple present tense correctly.
Students can use Present Progressive	Present Progressive Tense	1. Students can write sentences using Present

Tense in the right time correctly Students understand when to use Simple present Vs Progressive tense	Simple present Vs Progressive tense	Progressive Tense 2. Students can differentiate the use of present and progressive tense correctly
1. Students understand when to use Simple past tense correctly 2. Students know how to create sentence using Simple past tense correctly	Simple Past tense	Students can write sentences using Simple Past Tense correctly
1. Students understand when to use Past Progressive Tense correctly 2 Students	Past Progressive Tense Simple Past tense Vs Past Progressive	1. Students can write sentences using Past Progressive Tense 2. Students can differentiate the use of present and

understand when to use Simple present Vs Progressive tense	Tense	progressive tense correctly
Students can use future time (Be Going To, Will) correctly Students understand when to use Future Time : Be Going To, Will and Future Progressive.	Future Time : Be Going To, Will Future Progressive	1.Students can write sentences using Future Time : Be Going To, Will and Future Progressive 2. Students can differentiate the use of Future Time : Be Going To, Will and Future Progressive correctly.

3. Observation

After knowing the syllabus then the researcher given the questioners to the students (object of the research), The results show as follow:

a. Students' English background knowledge

This part aimed to reveal the students' background knowledge and their level competency of English.

The result of questionnaire showed that 35 students (100%) had gotten English lesson from Previous School.Seeing the result, it could be said that

most of students ever got English lesson before becoming the campus students. Thus, the material developed for them should in intermediate level.

b. Students' interest in learning English

This part aimed to better understand students' interest in learning English. It would be useful to know how their attitude toward English.

The result of questionnaire showed there are about 35 (100%) students' interest in grammar lesson. Seeing the result, it could be said that almost all students like English. Thus, the material developed should be designed to maintain their motivation even to enhance it.

c. Students' opinion about learning English with computer

This part aimed to better understand students' skill in using computer. It would be useful to know how the components in program should be. The result of questionnaire showed that 24 (68,57%) agreed to learn using computer while 11 (31,42%) not agreed .

d. Students' knowledge of computer

This part aimed to better understand what the students' have for computer. This information is useful to know what students have had to support them in using computer. Then, it will be helpful to design a material that helps the students for covering up those students' lack.

The result of questionnaire showed there are about 29 (82,85%) students' use computer frequently, 29 (82,85%) student's who has computer at home, and 6 (17,14%) student's who use it infrequently.Seeing the result, it

could be said that only few of students can use computer.Thus, the program should have simple components and should be easy to use for them.

e. Students' opinion about English material they have

This part aimed to better understand what the students' opinions are toward material they have already learned. This information will be very beneficial for designing what the material should be.

The result of questionnaire showed all 24 (68,57 %) agreed that the material that they' have is interesting,while 11 (31,42 %) not agreed.

f. Students' opinion about media used for teaching

This part aimed to select what media are students' like and does not. The result of questionnaire showed that 24 (68,57%) students choose movie, 31(88,57%) students choose songs.

g. The selection of grammar use

This part aimed to select what grammar topic are students like and do not like to learn. The list has been taken from syllabus.Simple present tense, present continous tense, simple past tense, past continous tense, simple future, future continous tense.

The result of questionnaire showed that 32 (91,42%) agreed to learn grammar using software.

C. Prototype of English Grammar Material Using CALL Instruction

As SurahsimiArikunto said, to view the results of a study required the data analysis; therefore the techniques of data analysis were extremely important in a study. Data

analysis includes all activities to clarify, analyze, and draw conclusions from all collected data.

The data that collected from experts consisting of three aspects namely: Learning, Display, and Program. The analysis was done by comparing each indicator to the standard minimum score. The score are:

4 = Excellence

3 = Good

2 = Adequate

1 = Poor

0 = Not Applicable

Indicator with a score under 2.0 should be revised.

At this stage the researcher tried to make a draft of learning that will be tested on students in English Department, especially for learning Grammar I class.

This software made in portable media, in order to facilitate the students to use it anywhere actually at home (PC or Notebook). The program contains Grammar material that the researcher has adapted to the syllabus of English Department in IAIN Antasari Banjarmasin.

On the other hand, the researcher required a multimedia expert to checked and validated the courseware, and the results show that :

Learning with the average **3.00** from 11 of questionnaire classifications (questionnaire can be found in appendix).

Display with the average **3.00** from 13 of questionnaire classifications (questionnaire can be found in appendix).

Program withthe average **2.75** from 8 of questionnaire classificationsis (questionnairecan be foundinappendix).

This software developmentused**MacromediaAuthor ware7.0**,**CorelDrawX5**and**Adobe PhotoshopCS5**. The step will be described below :

After allthe data is collected by the researcher, hedeveloped the material thatappropriatewith draft(describedin ChapterIII).

Initially, the researchersdesigned themain page thatconsistsofan opening pageorcan be calledwith the mainscreen on thedraft (flowchart).

Thestudents or usersmust loginfirst before gothe next stage, on the filling the ID stageshoulduse numbers(using the letters are not allowed) if the students used the letters to fill the ID , it should not beable to continue to the nextstage. Aftercompleting the logging on phase then the display should be like picture below :

In thenextstagewillappearallthe materialthat has beengatheredinto onelearning applicationnamedletsfun withgrammar. On theleftsidethere isa button that consist ofthe instructions for use ,asthe picturebelow:
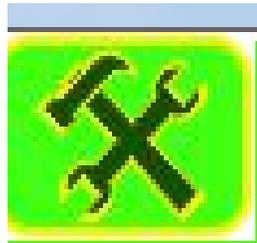
Ifweclickthe button above the display should be like the picture below:

In the next stageclick the back buttonon the screen, thenwe should bebackon the main menuas shownbelow:

In the next stage, students can directly selectmenuthat appropriate with thematerial that availableon themainscreen, ifweclick on thesimple present button then, the display should be like the picture below:

At a later stage the student will find an explanation of the present simple explanations using the text, but if a student who likes to watch videos just by clicking the button below the video explanation should be displayed on the screen, as picture below :

At this stagethe student found the quizrelated tothe material that hasbeen previously selectedby thestudentby clicking the buttononthedisplay :
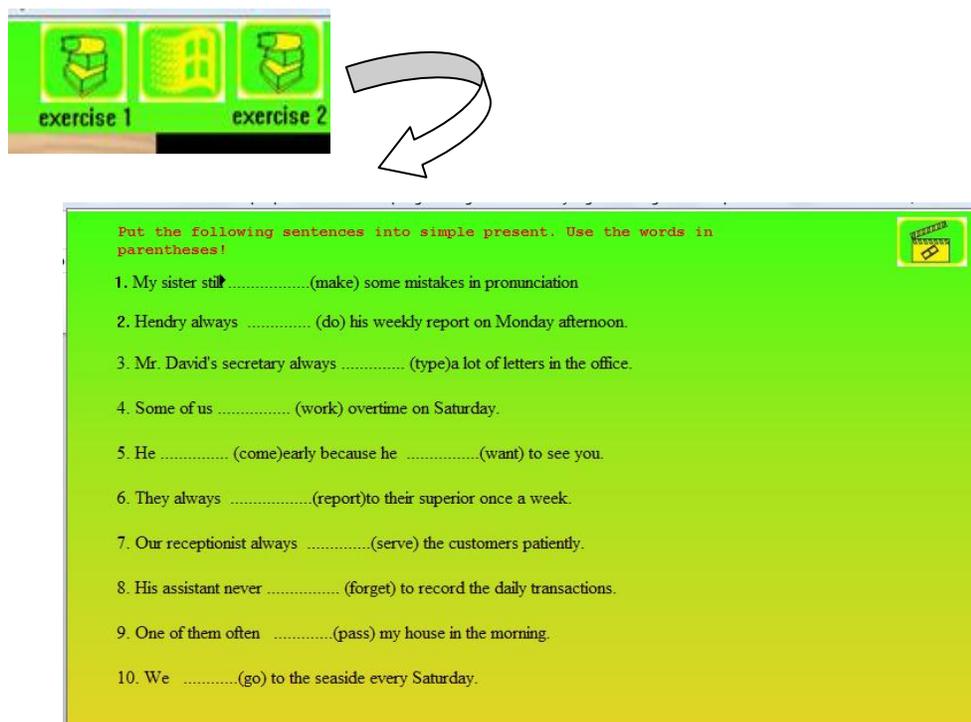
Furthermore,studentswillfill outa quizwithanswersthat have been provided, it will eventuallyget a resultorvalueif it hasfinished working onthe quizasattachedimagebelow:

Put the following sentences into simple present. Use the words in parentheses!

1. My sister still makes (make) some mistakes in pronunciation

2. Hendry always does (do) his weekly report on Monday afternoon.

3. Mr. David's secretary always types (type)a lot of letters in the office.

4. Some of us work (work) overtime on Saturday.

5. He comes (come)early because he wants (want) to see you.
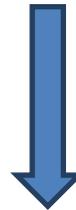
6. They always reports (report)to their superior once a week.

7. Our receptionist always serves (serve) the customers patiently.

8. His assistant never foggets (forget) to record the daily transactions.

9. One of them often ....(pass) my house in the morning.

10. We ....(go) to the seaside every Saturday.

If the answer is false

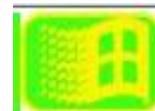**If the answer is true**

Simple Present

Selamat

Nilai Anda : 80

Click Next

In the next stage, the student must completed the quiz stage in order to proceed to the next material by clicking on the next navigation button.

if the students wanted to go back to the main menu then they must found the main menu button on the right top of the screen the display as below :

That is all about a brief description of the software that should be developed by the researcher in this research.

D. Developing Result

Based on the comments and advice from experts, researcher makes improvements as follows:

a. To avoid the needed files changed/corrupted when transferred to another computer, Multimedia programs need to be published to the CD.

b. The file extension associated with the program also needs to be included in the CD to make it consistent with the view.

c. Screen resolution must be minimized in order to run on all types of computer and Operating System.

Based on the analysis, the English material is developed to help the teacher to develop the activities in teaching grammar. They are presented in six units. The writer decided to write six units based on interview with the teacher that she had taught. The writer consideration of writing the material into six units also based on the analysis on the syllabus. The students should be able to mastery grammar I types before facing third semester (Grammar II class). Hopefully, the goals can be achieved effectively.

The development materials were composed into multimedia software and guide book for teacher, the guide book equipped with software guidance and key answers. Teacher's guidance and answer key are made as a guide for the teacher

to describe about how the software should be and the answers of exercise available in it.

The material developments are divided into six levels that consisted of six video explanation and test , the competences in each level can be categorized as follows:

a. Simple present tense

b. Present continous tense

c. Simple past tense

d. Past continous tense

e. Simple future

f. Future continous tense

Collection

At this stage, the researcher collectedthe materials that suits with the syllabus such as video explanation(www.youtube.com) and text explanation that obtained via internet. If the material sought is not found, recording own video or audio is required.

Table 4.2   Grammar Development Material of

Computer Assisted Language Learning

No	File Types	Subject	Material
1.		Simple Present	Simple Present
2.		Present Progresive	Present Progresive
3.	Text	SimplePast	SimplePast
4.		Past Progresive	Past Progresive
5.		Simple Future	Simple Future
6.		Future Progresive	Future Progresive
7.		Simple Present	Simple Present
8.		Present Progresive	Present Progresive
9.	Video	SimplePast	SimplePast
10.		Past Progresive	Past Progresive
11.		Simple Future	Simple Future
12.		Future Progresive	Future Progresive

Field Try Out

Students Questionnaire Results

The try out was conducted in English Department in IAIN Antasari Banjarmasin. The test subject was the second semester students in English department, they are tested with the appropriate material to the curriculum. Total of try out taker is 35 students. Technical implementation of the test are as follows: English teacher teaches English in the PBI classroom with Computer Assisted Language Learning (CALL) product, students are given 30 minutes to run the software on the computer, researchers assist the teacher to observe teaching activities and to respond the questions from if there is the problem. Try out conducted in PBI classroom on 26th of December 2014, after that the students are asked to complete the questionnaire. The data obtained from this try out are as follows:

Table 4.3   Questionnaire Percentage

from Students

Aspects	Indicators	4	3	2	1	0
Display	Menu display	40%	**45.71%**	14.28%		
	Use of key / button	42.85%	**48.57%**	8.57%		
	Type and size of text	45.71%	**54.28%**			

	color composition	**54.28%**	45.71%		
	Quality photographs, pictures, graphics	37.14%	**60%**	2.85%	
	The quality of video / audio / narration				
	The quality of animation	**57.14%**	37.14%	5.71%	
	Support music and sound effects	40%	**57.14%**	2.87%	
	Ease of understanding the language	40%	**60%**		
	quality of interaction	40%	**60%**		
	user familiarity	37.14%	**62.85%**		
	Stages of / sequential / contents	28.57%	**71.42%**		
	The attraction and motivation	28.57%	**71.42%**		
Presentation	Clarity of targets and indicators of basic competencies	28.57%	**71.42%**		
	Indicators and the achievement of basic competencies	31.42%	**68.57%**		
	Clarity of instructions to learn	31.42%	**60%**	2.86%	

	Ease of understanding the sentence in the text	45.71%	**54.28%**		
	Ease of understanding of the subject material (content)	**71.42%**	28.57%		
	The accuracy of the order of presentation	20%	**80%**		
	Adequacy of training	28.57%	**71.42%**		
	Clarity of feedback / response	31.42%	**65.71%**		
	Benefits program	42.85%	**57.14%**		

E. Assessment Of Draft Model

As SurahsimiArikunto said, to view the results of a study required the data analysis; therefore the techniques of data analysis were extremely important in a study. Data analysis includes all activities to clarify, analyze, and draw conclusions from all collected data.

Data Analysis from Expert Validation

The data that collected from experts consisting of three aspects namely: Learning, Display, and Program. The analysis was done by comparing each indicator to the standard minimum score. The score are:

4 = Excellence

3 = Good

2 = Adequate

1 = Poor

0 = Not Applicable

Indicator with a score under 2.0 should be revised.

Aspects	Indicators	4	3	2	1	
Learning	The accuracy of the material with the competency standards contained in the applicable curriculum		√			
	Suitability of the material with the basic competencies contained in the applicable curriculum		√			
	Clarity of instructions to learn the use of multimedia products		√			
	Suitability of the order of the material contained in a multimedia product with the scientific concept		√			
	Clarity of the target user of multimedia products		√			
	Adequacy of the description of matter in explaining scientific concepts		√			
	Adequacy of the examples given for explanation		V			
	Adequacy of training given in the learning		√			

	Adequacy of feedback for the implementation		√		
	Sufficiency in learning interactions cause		√		
	Conformance tests with the material		√		
Display	Menudisplay		√		
	Use of key / button			√	
	Type and size of text		√		
	color composition		√		
	Quality photographs, pictures, graphics		√		
	The quality of video / audio / narration		√		
	The quality of animation		√		
	Support music and sound effects		√		
	Ease of understanding the language		√		
	quality of interaction		√		

	user familiarity	√					
	Stages of / sequential / contents	√					
	The attraction and motivation	√					
Program	Navigation	√					
	Consistency is the key / button	√					
	Clarity of instructions for use	√					
	Efficient use of screen	√					
	The efficiency of the narrative	√					
	technical efficiency	√					
	The accuracy of the response to student responses	√					
	Speed of response to student responses	√					

There are 3 aspects in Expert Validation :

1. **Learning** consist of : the accuracy of the material with the competency standards contained in the applicable curriculum, suitability of the material with the basic competencies contained in the applicable curriculum, clarity of instructions to learn the use of multimedia products, suitability of the order of the material contained in a multimedia product with the scientific concept, clarity of the target user of multimedia products, adequacy of the description of matter in explaining scientific concepts, adequacy of the examples given for explanation, adequacy of training given in the learning, adequacy of feedback for the implementation, sufficiency in learning interactions cause, conformance tests with the material. And the result for learning aspects **3.00**.

2. **Display**consist ofmenu display, use of key / button, type and size of text, color composition, the quality of video / audio / narration, quality photographs / pictures / graphics, the quality of animation, support music and sound effects, ease of understanding the language, quality of interaction, user familiarity, stages of / sequential / contents, the attraction and motivation and the result of display aspects :**3.00**

3. **Program**consist of : navigation, consistency is the key / button, clarity of instructions for use, efficient use of screen, the efficiency of the narrative, technical efficiency, the accuracy of the response to student responses, speed of response to student responses. And the result of program aspect : **3.00**

The result show that the software can be used for English department students

There are some weaknesses of the material developed in the try out process. Therefore, based on the findings it should be revised again. The revisions are as follows:

a. The display button had to be more better,

b. Adding the guideline in evaluation page

c. The guideline must be displayed in one of sub menu

The product of computer assisted language learning is a developmental English learning development; therefore what happens is the iteration process which means it's never perfect in every test of a media product. The steps that have been implemented by the researcher, allowing the product of grammar material development program are applicable for instructional media.