

## CHAPTER IV

### RESULT

#### **A. General Description of the Research Location and Girls' Language Dormitory at Islamic Al-Falah Boarding School Banjarbaru**

The research was conducted at Girls' Language Dormitory at Islamic Al-Falah Boarding School Banjarbaru. It is Islamic Boarding School is located in Jl. A.Yani Km 23, Landasan Ulin, Banjarbaru, South Kalimantan, Indonesia. The Islamic boarding school was built on July 26, 1975 A.D. or Rajab 6, 1395 H. by KH. Muhammad Tsani and many generous people in South Kalimantan. The teaching and learning process was started on January 12, 1976 A.D. or Muharram 6, 1396 H.

Language dormitory is a dormitory which created for students who want to know foreign languages more. The foreign languages are English and Arabic. The language dormitory was created by one of teachers of Al-Falah Islamic boarding school for girls, Hj. Munirah. Her rationale then extended to Miss Istiqomah, one of great teachers of Al-Falah Islamic boarding school for girls, and fortunately, Miss Istiqomah agreed with her idea. Then Miss Istiqomah extended Miss Munirah's idea to the head master of Al-Falah for girls, KH. Hasbullah Bakry, and he permit them to create a language dormitory.

Language dormitory was firstly opened in 2008. From 2008 until 2014, there have been fourth generations existed. The first generation was opened

on April 14, 2008 and ended on Mei 30, 2009. The second generation was opened on February 2010 and ended on February 2011. The third generation was opened on February 11, 2013 and ended on March 20, 2014. And the last generation opened on September until now. And for further information can be seen at appendices.

## **B. Data Analysis**

The Data analysis is the first stage for collecting the data about what suitable and needed material is that would be developed. In this study, the data analysis developed based on the information given by the English teacher and headmaster through interview. Then, the information also gained from the students through questionnaire.

### **1. Result of Interview with the Headmaster and the English Teacher of Girls' Language Dormitory**

The result of interview with the headmaster explained that the student's language dormitory study about English for additional knowledge/ability and for make the student able to speak English while the student can speak or understand about Arabic Language, initially for students preparation when they study at next higher level.

While the result of interview with the teacher showed that she needs the best material for teaching English, especially for students doing practice in their daily activities. She needs a material that provides opportunities for students to have vocabulary building and pronunciation practice.

## **2. Result of Observation**

The observation was concluded for four times meeting. In the observation the writer found there are some significant variations of techniques that the teacher used during teaching and learning process.

Some techniques that the teacher used during teaching learning activities are information gaps likes describing and story telling, discussion, role play, etc., and every meeting the teacher always done repetition drill in order to make the student spirit to learning English.

Teaching and learning process also run by using some of media. There was there some media used by teacher likes a whiteboard, marker, tape recorder, speaker, and real material that can used for teaching learning process. The teacher very creative to used what kinds of media just important can make the students understand with the learning material.

## **3. Result of Questionnaire**

Based on the students' answer in the questionnaire that the writer given, it was gotten some information 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 all students (100 %) have even been studied English just in Scholl. Based on the result, it could be said that all of students ever studied English lesson before study English at Language Dormitory, even thought they study because the English subject there is in school curriculum.

**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 lesson. The result of questionnaire showed all of the students (100%) interested in English lesson. Based on the result, it could be said that all of students like English.

**c. The Media used by Students in Learning English**

This part aimed to better understand what the students' have for learning English. This information is useful to know what students have had to support them in learning English. Then, it will be helpful to design a material that helps the students for covering up those students' lack. The result of questionnaire showed all of students (100%) have textbook, dictionary, etc. Based on that result, it could be said all students are having textbook and dictionary.

**d. Student's 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 of students (100%) agreed that the material that they' have is interesting and will beneficial for they doing practice in the daily activities.

**e. Students' Opinion about Techniques of Teaching**

This part examined what the students' attitude toward some teacher's techniques in teaching English. The list of teaching techniques which is offered is drilling, describing picture, discussion, sing a song, playing games, and story telling. This information would be very useful for designing what technique should be remained and what technique should be developed in the material developed especially for teacher's guide book. The result of questionnaire showed that all of students (100%) did not have any problem with the teaching techniques either have already or will be applied.

**f. Students' Opinion about Media Used for Teaching**

This part aimed to select what media are students' like and does not. The list of media which offered is pictures, tape recorder, and authentic materials. The result of questionnaire showed all of students (100%) did not have any problem with those media even more than it. It revealed that those could be used during the try out process.

**g. The Selection of Topic and Language Expression**

This part aimed to select what topics are students like and does not. The topics listed were taken from some course book that language dormitory used. The lists of topics are greeting and introduction, alphabets, numbers, time, color, days and months, and description. The information obtained will be used for selecting what topics should be included in the material developed. The result of questionnaire showed all students (100 %) agreed to learn those

topic and language expression. Based on the result, it could be concluded that all students do not have problem about the topic selection.

#### **h. The selection of Language Expression**

This part aimed to select what language expressions are students like and do not like to learn. They are greeting and parting expression, self-introduction expression, etc. The result of questionnaire showed that all students (100%) agreed to learn those language expressions.

Based on those results, it could be concluded that the speaking material needed by the teacher and the students at Girls' Language Dormitory is the Basic English Speaking material that can increase their ability in applying their knowledge to get more additional material that they never get before and the other thing that can support the teaching and learning process.

### **C. Design of Material Development**

Based on the analysis, the English material is developed to help the teacher to develop the activities in teaching speaking. They are presented in seven units. The writer decided to write seven units based on interview with the teacher and the writer consideration during did observation when the girls' language dormitory studying English especially in speaking. Then, the writer wrote the material into seven units based on the syllabus without curriculum that the writer made before creates the material.

Every unit could be used for 2 meeting. Hence, for the purpose of research, it supposed to be taught for 14 meeting. That is why these

development materials tended to be a supplementary book for helping both teacher and students in teaching and learning English for about 2 month combined with other textbooks.

The development materials were written in two kinds of books. They are students' course book and teacher's guide book. The materials exactly are the same but for the teacher, it is equipped with teacher's guidance, answer key, and CD room. Teacher's guidance and answer key are made as a guide for the teacher to describe about how the activities should be and the answers of exercise available in the textbook. The CD-room consisted of song.

The material developments are written based on a certain theme. The sequences are Greeting and Introduction, Alphabet, Numbers, Time, Days and Months, Color, and Description. These themes were taken based on the interview with the teacher, the result of students' questionnaires, and study towards some textbook that the students girls' language dormitory are used. There are some activities in each unit on the purpose to achieve the learning objectives. Generally, the activities can be categorized as Vocabulary building, Pronunciation, Speaking activities, and Self-study activity.

#### **D. Data Presentation of Expert Validation**

The validation of material is given by two experts of Speaking English teachers: Rahmila Murtina, MA and Rusnadi, S.Pd,I, M.Pd.I, MA. The writer gave each of them a checklist for material evaluation. The checklist contained several criteria such as, goal, communication, culture, critical thinking skill,

bias, flexibility, physical appearances, supplementary material, and spelling and grammar.

### 1. Goal

This criterion investigated the clarity of learning objectives in the material developed, the use of authentic language, and the appropriateness of the material developed with the learners.

First, the expert I gave the score for this criterion as follow:

Table 4.1 Score given by expert I for goal criterion

No	Criterion	Score
1	<b>Goal</b>	
	Learning objectives clearly explained.	0 1 2 3 4
	The material shows the use of authentic language	0 1 2 3 4
	The materials presented are age-appropriate	0 1 2 3 4

Then, the expert II gave score as follow:

Table 4.2 Score given by expert II for goal criterion

No	Criterion	Score
1	<b>Goal</b>	
	Learning objectives clearly explained.	0 1 2 3 4
	The material shows the use of authentic	0 1 2 3 4



	language	
	The materials presented are age-appropriate	0 1 2 <b>3</b> 4

Based on above scoring, it could be reviewed that according to the first expert, the clarity of learning objectives is not applicable, the use of authentic language is fair, and the age-appropriateness of the material developed with the learners is good.

In other hands, according to the second expert the clarity of learning objectives is poor. While, the use of authentic language and the age appropriateness of the material developed with the learners are good.

## 2. Communication

The criterion investigated whether the material developed focus on communication or on grammar, focus on activities and experience or drills, and the ability of material to promote students to use the target language meaningfully, and the ability of material to develop students' oral language effectively.

First, the expert I gave the score for this criterion as follow:

Table 4.3 Score given by the expert I for communication

No	Criterion	Score
2	<b>Communication</b>	
	The material presented focus on communication and do not on grammar.	0 1 2 <b>3</b> 4

	The material focus on activities and experience, not on drills.	0 1 2 <b>3</b> 4
	The material promotes students to use the target language meaningfully.	0 1 2 <b>3</b> 4
	The material designed to develop students' oral language effectively.	0 1 2 <b>3</b> 4

Then, the expert II gave score as follow:

Table 4.4 Score given by the expert II for communication

No	Criterion	Score
2	<b>Communication</b>	
	The material presented focus on communication and do not on grammar.	0 1 2 <b>3</b> 4
	The material focus on activities and experience, not on drills.	0 1 2 <b>3</b> 4
	The material promotes students to use the target language meaningfully.	0 1 2 <b>3</b> 4
	The material designed to develop students' oral language effectively.	0 1 2 <b>3</b> 4

Based on above scoring, it could be reviewed that the first and the second experts saw that all points in this criterion are good.

### 3. Culture

This criterion investigated the integration of culture as part of learning in the material developed and the ability of material developed to presents authentic situation and authentic language.

First, the expert I gave the score for this criterion as follow:

Table 4.5 Score given by the expert I for culture criterion

No	Criterion	Score
	<b>Culture</b>	
3	The material integrates culture as part of Learning	0 1 <b>2</b> 3 4
	The material presents authentic situation and authentic language	0 1 <b>2</b> 3 4

Then, the expert II gave score as follow:

Table 4.6 Score given by the expert II for culture criterion

No	Criterion	Score
	<b>Culture</b>	
3	The material integrates culture as part of Learning	0 1 <b>2</b> 3 4
	The material presents authentic situation and authentic language	0 1 <b>2</b> 3 4

Based on above scoring, it could be reviewed that according to the first and the second experts that all points in this criterion are still fair.

#### 4. Critical Thinking Skill

This criterion investigated the ability of material developed for promoting students to think critically rather than just memorizing.

First, the expert I gave the score for this criterion as follow:

Table 4.7 Score given by the expert I for Critical Thinking Skill criterion

No	Criterion	Score
4	<b>Critical Thinking Skill</b>	
	The material promotes students to think critically rather than just memorizing.	0 1 <b>2</b> 3 4

Then, the expert II gave score as follow:

Table 4.8 Score given by the expert II for Critical Thinking Skill criterion

No	Criterion	Score
4	<b>Critical Thinking Skill</b>	
	The material promotes students to think critically rather than just memorizing.	0 1 2 <b>3</b> 4

Based on above scoring, it could be reviewed that according to the first expert the material is still fair to promote students to think critically rather

than just memorizing. While, according to the second expert the material is good for this criterion.

### 5. Bias

This criterion investigated whether there are any biased issues of cultural, gender, and ethnic in the material developed or not.

First, the expert I gave the score for this criterion as follow:

Table 4.9 Score given by the expert I for bias criterion

No	Criterion	Score
5	<b>Bias</b>	
	The material is free of cultural, gender, and ethnic biased issues.	0 1 2 <b>3</b> 4

Then, the expert II gave score as follow:

Table 4.10 Score given by the expert II bias criterion

No	Criterion	Score
5	<b>Bias</b>	
	The material is free of cultural, gender, and ethnic biased issues.	0 1 2 <b>3</b> 4

Based on above scoring, it could be reviewed that according to the first and the second experts the material is good for this criterion which means it is free of cultural, gender, and ethnic biased issues.

## 6. Flexibility

This criterion investigated the flexibility of the material to be used for students with difference styles of learning and the possibility of the material to be applied using various teaching techniques with adjustable time allocation based on the classroom condition.

First, the expert I gave the score for this criterion as follow:

Table 4.11 Score given by the expert I for flexibility criterion

No	Criterion	Score
6	<b>Flexibility</b>	
	The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	0 1 <b>2</b> 3 4
	The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	0 1 2 <b>3</b> 4

Then, the expert II gave score as follow:

Table 4.12 Score given by the expert II for flexibility criterion

No	Criterion	Score
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<b>6</b>	<b>Flexibility</b>	
	The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	0 1 2 <b>3</b> 4
	The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	0 1 2 <b>3</b> 4

Based on above scoring, it could be reviewed that according to the first expert the material for point one is still fair and good for the second point. While, according the second expert the material is good for both points.

### 7. Physical Appearances

This criterion investigated the attractiveness use of font, color, and graphic and the relevance of pictures inserted with the material presented in the material developed.

First, the expert I gave the score for this criterion as follow:

Table 4.13 Score given by the expert I for physical appearances criterion

No	Criterion	Score
<b>7</b>	<b>Physical Appearances</b>	
	Attractive use of font, color, and graphic	0 1 2 <b>3</b> 4
	Pictures inserted are relevant with material	0 1 2 <b>3</b> 4

	presented	
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Then, the expert II gave score as follow:

Table 4.14 Score given by the expert II for physical appearances criterion

No	Criterion	Score
7	<b>Physical Appearances</b>	
	Attractive use of font, color, and graphic	0 1 2 <b>3</b> 4
	Pictures inserted are relevant with material presented	0 1 2 <b>3</b> 4

Based on above scoring, it could be seen that both experts agreed that the material is good in this criterion, either in attractive use of font, color, and graphic or the relevance of pictures inserted with material presented.

## 8. Supplementary Material

This criterion investigated whether the material includes supporting visual material and its irrelativeness with the topics and clarity and attractiveness of the audio material included to support the process of teaching and learning.

First, the expert I gave the score for this criterion as follow:

Table 4.15 Score given by the expert I for supplementary criterion



No	Criterion	Score
8	<b>Supplementary</b>	
	The material includes supporting visual materials such as chart, flash cards, posters, and they are related to the topic.	0 1 2 3 4
	Audio material is clear and attractive.	0 1 2 3 4

Then, the expert II gave score as follow:

Table 4.16 Score given by the expert II for supplementary criterion

No	Criterion	Score
8	<b>Supplementary</b>	
	The material includes supporting visual materials such as chart, flash cards, posters, and they are related to the topic.	0 1 2 3 4
	Audio material is clear and attractive.	0 1 2 3 4

Based on above scoring, it could be reviewed that according to the first expert all points in this criterions are not applicable. While, according to the second expert, the supporting visual materials are good and the clarity and the attractiveness of the audio material is not applicable.

## 9. Spelling and Grammar

This criterion investigated misspelling and grammatical error in the material developed that was found by the experts during the validation process.

First, the expert I gave the score for this criterion as follow:

Table 4.17 Score given by the expert I for spelling and grammar criterion

No	Criterion	Score
9	<b>Spelling and Grammar</b>	
	There is no misspelling and grammatical error	0 1 <b>2</b> 3 4

Then, the expert II gave score as follow:

Table 4.18 Score given by the expert II for spelling and grammar criterion

No	Criterion	Score
9	<b>Spelling and Grammar</b>	
	There is no misspelling and grammatical error	0 1 <b>2</b> 3 4

Based on above scoring, it could be reviewed that both two experts saw in this criterion is still fair.

Furthermore, to get information about all validation score from each expert, see the tables.

Table 4.19 Result of Material Validation Given By the Expert I

No	Criterion	Score	Category
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1	<b>Goal</b>		
	Learning objectives clearly explained.	0	Not Applicable
	The material shows the use of authentic language	2	Fair
	The materials presented are age-appropriate	3	Good
2	<b>Communication</b>		
	The material presented focus on communication and do not on grammar.	3	Good
	The material focus on activities and experience, not on drills.	3	Good
	The material promotes students to use the target language meaningfully.	3	Good
	The material designed to develop students' oral language effectively.	3	Good
3	<b>Culture</b>		
	The material integrates culture as part of Learning	2	Fair
	The material presents authentic situation and authentic language	2	Fair
4	<b>Critical Thinking Skill</b>		
	The material promotes students to think critically rather than just memorizing.	2	Fair
5	<b>Bias</b>		
	The material is free of cultural, gender, and ethnic biased issues.	3	Good
6	<b>Flexibility</b>		
	The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	2	Fair

	The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	3	Good
<b>7</b>	<b>Physical Appearances</b>		
	Attractive use of font, color, and graphic	3	Good
	Pictures inserted are relevant with material presented	3	Good
<b>8</b>	<b>Supplementary</b>		
	The material includes supporting visual materials such as chart, flash cards, posters, and they are related to the topic.	0	Not Applicable
	Audio material is clear and attractive.	0	Not Applicable
<b>9</b>	<b>Spelling and Grammar</b>		
	There is no misspelling and grammatical error	2	Fair

Table 4.20 Result of Material Validation Given By the Expert II

No	Criterion	Score	Category
<b>1</b>	<b>Goal</b>		
	Learning objectives clearly explained.	1	Poor
	The material shows the use of authentic language	3	Good
	The materials presented are age-appropriate	3	Good
<b>2</b>	<b>Communication</b>		
	The material presented focus on communication and do not on grammar.	3	Good
	The material focus on activities and experience, not on drills.	3	Good

	The material promotes students to use the target language meaningfully.	3	Good
	The material designed to develop students' oral language effectively.	3	Good
3	<b>Culture</b>		
	The material integrates culture as part of Learning	2	Fair
	The material presents authentic situation and authentic language	2	Fair
4	<b>Critical Thinking Skill</b>		
	The material promotes students to think critically rather than just memorizing.	3	Good
5	<b>Bias</b>		
	The material is free of cultural, gender, and ethnic biased issues.	3	Good
6	<b>Flexibility</b>		
	The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	3	Good
	The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	3	Good
7	<b>Physical Appearances</b>		
	Attractive use of font, color, and graphic	3	Good
	Pictures inserted are relevant with material presented	2	Fair
8	<b>Supplementary</b>		
	The material includes supporting visual materials such as chart, flash cards, posters, and	3	Good

	they are related to the topic.		
	Audio material is clear and attractive.	0	Not Applicable
<b>9</b>	<b>Spelling and Grammar</b>		
	There is no misspelling and grammatical error	2	Fair

Both tables showed that the material developed has fulfilled not applicable, poor, fair, and no one for excellent category for each item of material validation.

Although, there are also some comments from the experts as a consideration for a better development of the material. They are:

1. The exercises/practices should be clear, must suit with the objective of the lesson and the student's level of English.
2. The exercises/practices should be from the easier to the more difficult one.
3. The language usage should be fair such as spelling, capitalization and grammar, because there are some inappropriate.
4. Additional unit of lesson number for each lesson.
5. The pictures would be better, if use real pictures are not animation pictures such as pictures of fruits, animals, or person.
6. Make additional names of western culture, likes; John, Jim, etc.

Based on the experts' validation, the material then revised as follow:

Table 4.21 Development Validation of Material Developed Based On the Result of Experts' Validation

No	Experts' Validation	Revision
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1	The exercises/practices should be clear.	The exercises/practices have been corrected.
2	The exercises/practices should be from the easier to the more difficult one.	The exercises/practices have changed from the easier to the more difficult one.
3	There are some inappropriate of language usage.	The language usages have been changed into the correct rule.
4	Add the unit numbers every topic.	The unit topic has been added.
5	Use the real pictures not animation.	Some pictures have been changed.
6	Make additional names of western culture.	The names of western culture have been added.

### **E. Data Presentation of Try Out**

In this stage, the data was collected to know the affectivity of the material developed for improving students' speaking skill. The techniques used were classroom observation and test.

The classroom observation aimed to find the weaknesses of the material developed in the real implementation during the try out process. The findings were recorded by using field-note in each meeting.

Then, the test aimed to better understand the affectivity of the material developed. Based on this purpose, the test should be done twice, i.e. pre-test for experiment class while post-test for control class. The pre-test is done before the material developed was taught while the post-test is done after the

material developed was taught to the students. The means of both tests, then, was compared using “t” test in order to know the affectivity of the material developed.

### **1. Result of Observation**

The observation conducted during the process of try out material. The result of observation aimed to better understand the strengths and weaknesses of the development material in which could be very helpful for the next process.

Based on the four meeting of material field testing stage, it is found some of strengths and weaknesses of the material developed as follows:

#### **a. The First Meeting**

In the first meeting the topic is about Greeting and Introduction. The topic was very clear by them, because they have been studied about it before. In this meeting, the students seemed showed their interest to the material developed. They enjoyed the teachers’ techniques and done the conversation as well as they can by improving the dialogues by themselves.

#### **b. The Second Meeting**

The second meeting the topics are about alphabet and number. Firstly the topic about alphabet, they learn how to spell A-Z correctly. After that they try to spell their names one by one until they fell comfortable to do it. Some of students were asked to perform the conversation in front of the class before they do some exercises. And the last lesson they sing an ABC song together. And next to the second topic is about number. The students’ fell confuse how



to differentiate between cardinal, nominal, and ordinal number. And the other hand is about the songs. The song is make students very enjoyable, because they think the song is very nice to sing while standing and a little of dancing.

#### **c. The Third Meeting**

In the third meeting, the topics are about time, day, and month. Firstly the topic is about time. The students try to recognize between American and British style. They said the British is easier than American style. And next to the second topic is about day and month. The students memorizing the days and months by sing together.

#### **d. The Fourth Meeting**

In the fourth meeting, the topic was about color and description. Firstly the topic is about color. It was easy for students because they have already known some of color before studied about it. And they felt enjoy when in game activity. And next to description topic, some of students asked to describe themselves, their friendship in language program, their families, and etc.

Seeing the findings, it can be concluded that there were some parts of material developed should be revised in every unit. The observation's findings could be presented in the following table:

Table 4.22 The Observation Findings On the Lacks of Material During Try Out Process

No	Unit	Weaknesses
1	Unit 1 Greeting	<ul style="list-style-type: none"> <li>• The material should be more activities to make</li> </ul>

	and Introduction	students space to practice more. • There is one exercise that very high level, so the student can answer correctly.
2	Unit 2 Alphabet	• The exercises should be added because the students still difficult in spell the long words.
3	Unit 3 Numbers	• The material should be more activities to make students space to practice more. • Less of examples and explanation in every kinds of number.
4	Unit 4 Time	• The difficult exercises should be added to know student ability.
5	Unit 5 Day and Month	• The explanation to do exercises is not clear, so the students confuse to do it.
6	Unit 6 Color	• There is one exercise that really higher and no students can answer all correctly.
7	Unit 7 Description	• So many vocabularies that cannot students remember, so they feel difficulties to describe other people.

## 2. Result of Try Out

Table 4.3 The Result of test after and before Applying the Material developed.

No	Score	
	After Applying The Development Material (Class Experiment)	Before Applying The Development Material (Class Control)
1	80	70
2	75	70
3	75	70
4	80	70
5	70	65
6	70	65

7	65	65
8	80	65
9	65	60
10	90	60
11	85	60
12	70	60
13	85	55
14	90	55
15	85	55
16	60	55
17	85	50

Now, the result of both of classes could be compared by using “t” test to know if there is any significant increase in students’ speaking skill before and after applying the material developed by using this formula:

$$\text{“t” test} = \frac{M_1 - M_2}{SEM_{M_1 - M_2}}$$

First step is computing the mean and standard deviation of students’ score class experiment (after applying the material). See the following table:

Table 4.4 Mean and Standard Deviation of Student’s Class Experiment Score

Score (x)	Frequency (f)	fX	Deviation x = X - M	x <sup>2</sup>	fx <sup>2</sup>
90	2	180	+ 12.95	167.70	335.4
85	4	340	+ 7.95	63.20	252.8
80	3	240	+ 2.05	8.70	26.1
75	2	150	- 2.05	4.20	8.4
70	3	210	- .05	49.70	149.1
65	2	130	- 12.05	145.20	290.4

60	1	60	- 17.05	290.70	290.7
	<b>N=17</b>	<b><math>\sum fX=</math> 1310</b>			<b><math>\sum fx^2=</math> 1352.9</b>

The mean (M), standard deviation (SD), and standard of error mean after applying the material developed are:

$$\begin{aligned}
 M_1 &= \frac{\sum fx}{N} \\
 &= \frac{1310}{17} \\
 &= 77.05
 \end{aligned}$$

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{1352.9 - \frac{(1310)^2}{17}}{17-1}} \\
 &= 79.58
 \end{aligned}$$

$$\begin{aligned}
 SE_{M1} &= \frac{SD_1}{\sqrt{n}} \\
 &= \frac{79.58}{\sqrt{4}} \\
 &= \frac{79.58}{2} \\
 &= 39.79
 \end{aligned}$$

Next, second step is computing the mean and standard deviation of student's score before applying the material (class experiment). See the following table:

Table 4.5 Mean and Standard Deviation of Students' Score before Applying the Development Material

Score (y)	Frequency (f)	Fy	Deviation y= Y-M	y <sup>2</sup>	fy <sup>2</sup>
70	4	280	+ 8.24	67.89	271.56
65	4	260	+ 3.24	10.49	41.96
60	4	240	- 1.76	3.09	12.36
55	4	220	- 6.76	45.69	182.76
50	1	50	-11.76	138.29	138.29
	<b>N=17</b>	<b>∑fY=</b> <b>1050</b>			<b>∑fx<sup>2</sup>=</b> <b>646.93</b>

The mean, standard deviation, and standard of error mean before applying the material are:

$$\begin{aligned}
 M_2 &= \frac{\sum fy}{N} \\
 &= \frac{1050}{17} \\
 &= \mathbf{61.76}
 \end{aligned}$$

$$\begin{aligned}
 SD_2 &= \sqrt{N} \\
 &= \sqrt{17} \\
 &= \mathbf{38.05}
 \end{aligned}$$

$$\begin{aligned}
 SE_{M_2} &= \frac{SD_2}{\sqrt{4}} \\
 &= \frac{38.05}{2} \\
 &= \mathbf{19.025}
 \end{aligned}$$

The third step is computing the standard error of  $M_1$  and  $M_2$  by using this formula:

$$\begin{aligned}
 SE_{M_1+M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
 &= \sqrt{19.025^2 + 19.025^2} \\
 &= \sqrt{722.0625 + 722.0625} \\
 &= \sqrt{1444.125} \\
 &= \mathbf{38.00}
 \end{aligned}$$

$$= 4.69$$

The fourth step is computing the t-value by using this formula:

$$\begin{aligned} \text{"t" test} &= \frac{M_1 - M_2}{SM_{M_1 - M_2}} \\ &= \frac{77.05 - 61.76}{4.69} \\ &= \frac{15.29}{4.69} \\ &= 3.26 \end{aligned}$$

After getting the t-value, it can be interpreted to know the significant increase of students' proficiency in speaking English. For interpreting the "t" value, it should be consulted to the t-table. The t-value could be finding in t-table by computing the free degree (db) first. Here is the formula:

$$\begin{aligned} db &= N_1 + N_2 - 2 \\ &= 17 + 17 - 2 \\ &= 32 \end{aligned}$$

Because the db value is 32, it means:

At degree significance 5%  $t_{\text{table}} = 2.03$

At degree significance 1%  $t_{\text{table}} = 2.72$

In conclusion, the t-value achieved is higher than the t-value in the t-table either at significance 5% or 1% that is  $2.03 < 3.26 > 2.72$ . It means there is a significant increase in the students speaking English skill after the material developed tried out.

#### F. Product Revision

As explained above, there are some weaknesses of the material developed in the try out process. Therefore, based on the findings it should be revise again. And the revision can be seen in the following table:

Table 4.6 Revision of Material Developed Based on the Findings in the Try Out

No	Unit	Weaknesses	
1	Unit 1 Greeting and Introduction	<ul style="list-style-type: none"> <li>• The material should be more activities to make students space to practice more.</li> <li>• There is one exercise that very high level, so the student can answer correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• The activities will be added as further situation that the students need.</li> <li>• The exercise will be changed into the low level.</li> </ul>
2	Unit 2 Alphabet	<ul style="list-style-type: none"> <li>• The exercises should be added because the students still difficult in spell the long words.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional exercises to make students practices more.</li> </ul>
3	Unit 3 Numbers	<ul style="list-style-type: none"> <li>• The material should be more activities to make students space to practice more.</li> <li>• Less of examples and explanation in every kinds of number.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking for other activities for students.</li> <li>• Additional example should be added in this unit.</li> </ul>



4	Unit 4 Time	<ul style="list-style-type: none"> <li>The difficult exercises should be added to know student ability.</li> </ul>	<ul style="list-style-type: none"> <li>Rearrange the exercises from low until high.</li> </ul>
5	Unit 5 Day and Month	<ul style="list-style-type: none"> <li>The explanation to do exercises is not clear, so the students confuse to do it.</li> </ul>	<ul style="list-style-type: none"> <li>The objective learning should more explain.</li> </ul>
6	Unit 6 Color	<ul style="list-style-type: none"> <li>There is one exercise that really higher and no students can answer all correctly.</li> </ul>	<ul style="list-style-type: none"> <li>The exercise was changed into low level.</li> </ul>
7	Unit 7 Description	<ul style="list-style-type: none"> <li>So many vocabularies that cannot students remember, so they feel difficulties to describe other people.</li> </ul>	<ul style="list-style-type: none"> <li>Looking for the other vocabularies (synonym) for making the students easier to remember.</li> </ul>

### G. Final Product

The final product of this research was a students' course book and teacher's guide book. Each of books consists of seven units. The topics for each unit are greeting and introduction, alphabet, number, time, day and month, color, and description. The teacher's guide book was equipped with answers key. This book also equipped with visual and audio supported material. They are pictures in some themes related with each unit. Meanwhile, the audio material consists of songs.