

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 THE RESULT OF THE RESEARCH

In this chapter, the writer presents the data analysis and interpretation collected from the respondents to answer the problem formulation. First, the writer presents about the product description, second product evaluation and revision, and the third section presents about data analysis and interview interpretation.

4.1.1 Product Description

1. Product Concept

The storybook was used as a language learning media in third grade students of SD Masehi, Jepara. The aim of the storybook is to improve children's reading fluency through reading aloud and also can be used as a medium for English learning in fun ways. This book contains some activities to attract learners. It is also contained glossary and phonetic symbols to help students to read properly. The story was inspired by Hans Christian Andersen's storybook entitled '*The Ugly Duckling*'.

2. Characters

Characters are very important to support the plot of the story. There are 6 main characters in the storybook. Every character has a

special characteristic. Those characteristics are used to help learners memorize the name of the characters.

3. Format and Layout of Book

The size of the storybook is 20×20cm and it consists of 26 pages including front cover and back cover. This book consists of introduction, instruction, activities, glossary and phonetic symbols. For the paper material of the book, the writer chose *Ivory 260* for cover and *HVS 100 gr* for the content.

4. Content of the Book

The content of the book is a self-made storybook. Since the theme of this storybook is aimed for children, the story must be simple, easy to understand and attractive.

5. Illustrations

Illustrations in the storybook were made by an illustrator who drew it by hand drawing sketches in Adobe Photoshop. Since the product is aimed for children, the illustrator drew it in a simple way. Thus, it gives catchy impression for children. For the color selection, the illustrator used bright colors to attract children.

4.1.2 Product Evaluation and Revision

In this chapter, the writer discussed the result of evaluating and revising the product after the writer conducted an interview with an

English teacher and validated the product with a lecturer. The result is explained as follows:

a) Product Evaluation

For product evaluation, the writer asked for suggestions, assumptions and validation from an English teacher and a lecturer as experts in language. In particular, experts are more likely to be brought in when additional validation is required and experts are better, cheaper than other potential solutions. The table below shows the suggestion and evaluation.

Table 6
The teacher and lecturer’s evaluation and suggestion on the writer’s product

| Suggestion | Evaluation |
|---------------------|--|
| 1. Size of the Font | Make the font bigger and add more spacing to make it tidy and easy to read. |
| 2. Grammar | Consult with a language expert, to correct the grammar and language. In this case, the writer makes the language easy to understand. |
| 4. Illustrations | Some friends said to remove the Mimi’s mother at the end of the story. That is because |

Mimi turns into a beautiful butterfly, while Mimi's mother is still a caterpillar.

5. Instruction

Make a clear instruction at the beginning of the story. So, the target customers will not get confused and they can follow the instruction.

6. Phonetic Symbols

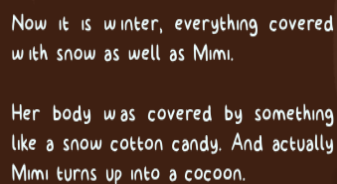
Include phonetic symbol and glossary at the end of the storybook. It can help learners to read properly.

b) Revision

Revising the product is very important in order to create a high-quality product. The revisions made for the product are explained below:

Figure 2

Original version before language checking



Now it is winter, everything covered with snow as well as Mimi.
Her body was covered by something like a snow cotton candy. And actually Mimi turns up into a cocoon.

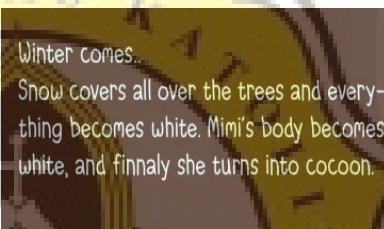
Figure 3

After language checking with a lecturer

Winter is coming. Everything covered and turned into all white.
As well as Mimi, her body suddenly covered with something like a snow. Finally, she turns into a cocoon.

In the two pictures above, the writer made the original version (left), for the first time. The writer did not pay attention on the grammar. The second picture (right), is the second attempt after the writer had consulted the language expert about grammar and language checking. And here is the final result, after the writer conducted consultation and language checking with lecturer.

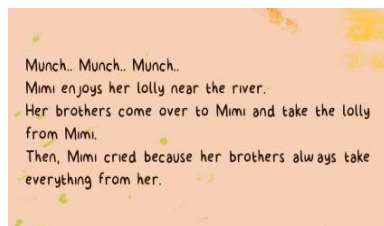
Figure 4
The final result after language checking



Winter comes.
Snow covers all over the trees and everything becomes white. Mimi's body becomes white, and finally she turns into cocoon.

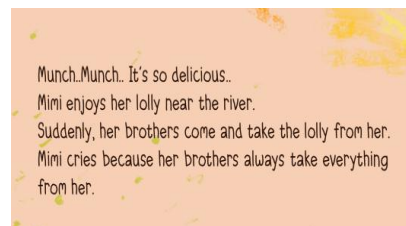
The following pictures are another revision made. The writer received suggestions from the teacher and lecturer to adjust the font size because the size of the original product that the writer made is too small. Therefore, the writer decided to adjust the size and change the font.

Figure 5
Original version before size adjustment



Munch.. Munch.. Munch..
Mimi enjoys her lolly near the river.
Her brothers come over to Mimi and take the lolly from Mimi.
Then, Mimi cried because her brothers always take everything from her.

Figure 6
Final after size adjustment



Munch..Munch.. It's so delicious..
Mimi enjoys her lolly near the river.
Suddenly, her brothers come and take the lolly from her.
Mimi cries because her brothers always take everything from her.

4.2 DATA ANALYSIS

This section discussed interpretation of the data result to answer the problem formulation of this research. The problem formulation of this research is “*What are the teacher’s and students’ views on the writer’s product?*” To collect the data, the writer asked an English teacher to help the writer demonstrate to the students of how to fill the questionnaire properly. Hereby is the result of the data analysis:

Table 7
Analysis Descriptive Result

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Buku cerita ‘Mimi The Caterpillar’ memiliki aktifitas yang menarik | 30 | 3 | 5 | 4.77 | 0.504 |
| Cerita ‘Mimi The Caterpillar’ mudah dipahami oleh teman-teman | 30 | 4 | 5 | 4.67 | 0.479 |
| Cerita ‘Mimi The Caterpillar’ memberikan teladan yang baik bagi teman-teman | 30 | 2 | 5 | 4.63 | 0.765 |
| Cerita ‘Mimi The Caterpillar’ memiliki alur cerita yang bagus | 30 | 2 | 5 | 4.60 | 0.724 |
| Melalui buku cerita ‘Mimi The Caterpillar’, saya belajar cara membaca kata-kata menggunakan Bahasa Inggris dengan benar | 30 | 3 | 5 | 4.57 | 0.626 |
| Ternyata belajar Bahasa Inggris menggunakan buku | 30 | 2 | 5 | 4.50 | 0.777 |

| | | | | | |
|--|----|---|---|------|-------|
| cerita 'Mimi The Caterpillar' lebih menarik | | | | | |
| Warna yang ada dalam buku cerita 'Mimi The Caterpillar' sangat menarik, sehingga saya tertarik untuk membacanya | 30 | 3 | 5 | 4.47 | 0.681 |
| Teks/tulisan yang ada dalam buku cerita 'Mimi The Caterpillar' memiliki ukuran yang pas, tidak terlalu besar dan tidak terlalu kecil | 30 | 2 | 5 | 4.30 | 0.837 |
| Melalui buku cerita 'Mimi The Caterpillar', pengetahuan kosa kata saya bertambah | 30 | 2 | 5 | 4.27 | 0.944 |
| Saya memiliki keinginan untuk membaca buku cerita 'Mimi The Caterpillar' bersama orang tua saya di rumah | 30 | 2 | 5 | 4.00 | 1.050 |

The table shows that all of the mean score of each statements are above 3, which is indicated as positive response. Meanwhile for the students' views and their perceptions on the writer's product are explained below:

4.2.1 Students' Views on Their Understanding Level on the Writer's Product

The first statement is '*Cerita Mimi mudah dipahami oleh teman-teman*'. This question is aimed at finding out if the students can understand the story or not. The result revealed that the minimum score of statement number 1 is 4 and the maximum score

is 5. Then the writer calculated the mean of this statement to find out if it is positive/negative. Hereby is the result:

Table 8

Students' views on their understanding level on the writer's product

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Cerita Mimi mudah dipahami oleh teman-teman | 30 | 4 | 5 | 4,67 | ,479 |
| Valid N (listwise) | 30 | | | | |

The data shows that Mimi's storyline is easy to understand. The mean score of the first statement is 4.67, which can be referred to positive response. The writer assumes that all of the students understand the storyline because simple language is used and the vocabulary is very suitable for the third grade students.

4.2.2 Students' Views on Mimi's Storyline

The statement is '*Cerita Mimi memiliki alur cerita yang bagus*'. This statement is aimed to find out whether children have a good interest on plot of the story. The result revealed that the minimum score of this statement is 2 and the maximum score is 5.

Table 9

Students' views on Mimi's storyline

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Cerita Mimi memiliki alur cerita yang bagus | 30 | 2 | 5 | 4,60 | ,724 |
| Valid N (listwise) | 30 | | | | |

The data of second statement shows that the majority of the students agree that the storybook has a good storyline. According to Ghosn (2002), she said that materials should have a good storyline for learners. The writer tried her best to write a good storyline and the result is very positive. The table of the data shows that the mean of the second statement is 4.60 which can be considered as a positive response.

4.2.3 Students' Views on Their Perception about Mimi's Moral Value

The third statement is '*Cerita Mimi memberikan teladan yang baik bagi teman sekalian*'. This statement is aimed to find out whether the story has a positive impact towards learners or not. According to Ghosn (2002), content of the story should have a moral value for children. In this case, the writer wants to find out whether the story gives a good impact for learner. The result of

Table 10

Students' views on their perception about Mimi's moral value

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Cerita Mimi memberikan teladan yang baik bagi teman-teman | 30 | 2 | 5 | 4,63 | ,765 |
| Valid N (listwise) | 30 | | | | |

The data shows that the third statement has a minimum score of 2 and a maximum score of 5. The mean of the third

statement is 4.63 which can be indicated as a positive response. In connection with Ghosn (2002), she claimed that the story should have a good impact for students. The writer inserts the moral value on the story and the result is very positive. The writer assumes that the majority of the students agree about that statement.

4.2.4 Students' Views on Their Perception in Learning English Using Storybook

The statement '*Ternyata belajar Bahasa Inggris menggunakan buku cerita lebih menarik*', is aimed to find out whether learning English using storybook as a media for language learning is more interesting or not. Based on the interview with Ms. U as an English teacher in SD Masehi, Jepara, she said that she uses storybook as a media for language learning frequently. The response from the students is very positive. The result of the fourth statement is attached below:

Table 11
Students' views on their perception in learning English using storybook

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Ternyata belajar Bahasa Inggris menggunakan buku cerita lebih menarik | 30 | 2 | 5 | 4,50 | ,777 |
| Valid N (listwise) | 30 | | | | |

The data shows that the mean score of the fourth statement is 4.50 which can be indicated as a positive response. The students found that learning English using storybook as a media for

language learning is more attractive. The writer assumes that it is because the writer combines the activities concept into the storybook. Consequently, the students will be more attracted.

4.2.5 Students' Views on Their Vocabulary Level after Using the Writer's Product

The statement '*Melalui buku cerita Mimi, pengetahuan kosa kata saya bertambah*', aimed to know and measure to what extend students can get the benefits after they read the storybook, especially related to vocabulary gain in language learning. At the end of the storybook, the writer provides glossary to help students if they face some difficult words. The result of fifth statement is attached below as follow:

Table 12
Students' views on their vocabulary level after using the writer's product

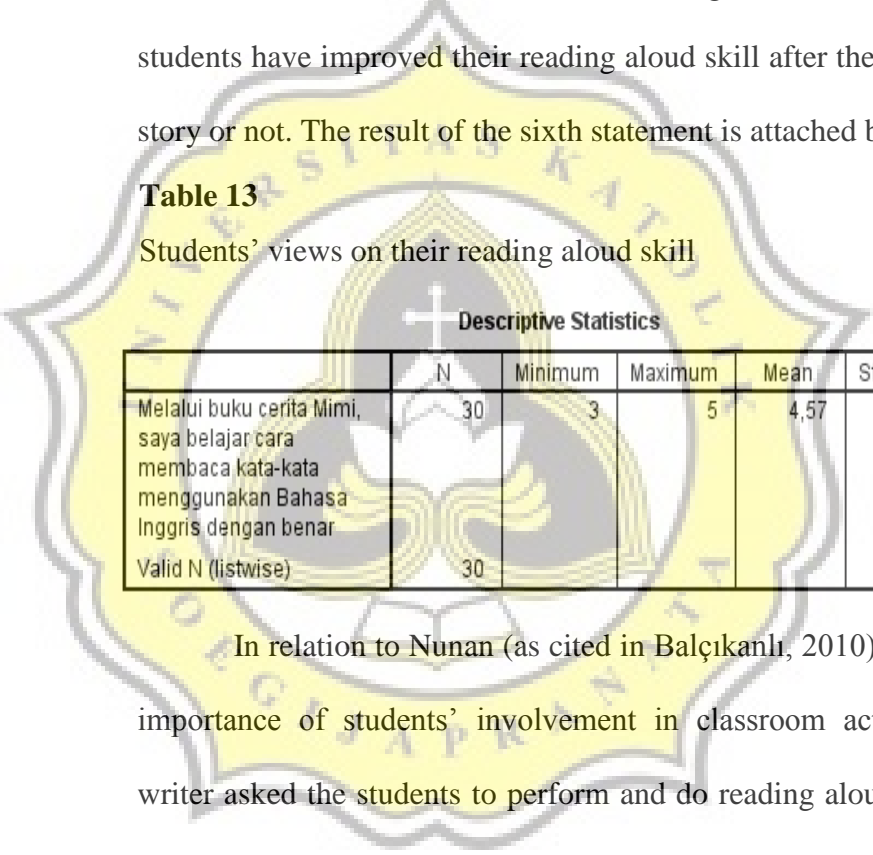
| Descriptive Statistics | | | | | | |
|--|----|---------|---------|------|----------------|--|
| | N | Minimum | Maximum | Mean | Std. Deviation | |
| Melalui buku cerita Mimi, pengetahuan kosa-kata saya bertambah | 30 | 2 | 5 | 4,27 | ,944 | |
| Valid N (listwise) | 30 | | | | | |

The result shows that the mean score of the fifth statement is 4.27, which can consider as a positive response. It means that the majority of the students believe they gain vocabulary after they read the writer's product.

4.2.6 Students' Views on Their Reading Aloud Skill

The sixth statement is *'Melalui buku cerita Mimi, saya belajar cara membaca kata-kata menggunakan Bahasa Inggris dengan benar'*. Since one of the writer's aim of making this storybook is to help and facilitate learners improving their reading aloud skills, this statement is used to figure out whether the students have improved their reading aloud skill after they read the story or not. The result of the sixth statement is attached below:

Table 13
Students' views on their reading aloud skill



| Descriptive Statistics | | | | | |
|---|----|---------|---------|------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Melalui buku cerita Mimi, saya belajar cara membaca kata-kata menggunakan Bahasa Inggris dengan benar | 30 | 3 | 5 | 4,57 | ,626 |
| Valid N (listwise) | 30 | | | | |

In relation to Nunan (as cited in Balçıkanlı, 2010) about the importance of students' involvement in classroom activity, the writer asked the students to perform and do reading aloud in front of the class. In order to provide efficiency in language learning, the writer asked the students to be involved in this session, to make the learning process more meaningful. The result shows that the mean score of the sixth statement is 4.57 which can be considered as a positive response.

4.2.7 Students' Views toward the Activity Concept on the Writer's Product

Since the concept of the book that the writer made is to attract learners, the writer decided to add activity in the product. The activities aim at helping students learning English in a fun way. Regarding to Crawford (as cited in Patel, 2013) about creating effective materials, she said that materials usually include interactive component to engage learners. In this case, the writer manifested the concept into activities. The statement '*Buku Cerita Mimi memiliki activity yang menarik*', is used to find out whether the students are satisfied with the activity provided in the storybook or not. The result of this statement is attached below:

Table 14
Students' views toward the activity concept on the writer's product

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Buku cerita Mimi memiliki activity yang menarik | 30 | 3 | 5 | 4,77 | ,504 |
| Valid N (listwise) | 30 | | | | |

The mean score of seventh statement can be considered as positive a response because the mean is 4.77. From the data, it can be assumed that the concept that the writer had applied in the storybook was very successful in attracting and engaging the students.

4.2.8 Students' Views on the Color Used in the Storybook

In order to attract learner, the writer provides interactive illustrations for students. Bodmer (1992) in *Reading Horizons Journal* in Fang (1996), claimed that illustrations can foster children's language and literacy development. Combination of color selection, text, picture and story can stimulate children's imagination and curiosity. The writer tried her best applying the theory into the product. This statement is aimed to find out if the illustration (color selection) can attract students as learners from students' perspectives. It is stated as '*Warna yang ada di dalam buku cerita Mimi sangat menarik, sehingga saya tertarik untuk membacanya*'. The result of the eighth statement is attached below:

Table 15
Students' views on the color used in the storybook

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Warna yang ada dalam buku cerita Mimi sangat menarik, sehingga saya tertarik untuk membacanya | 30 | 3 | 5 | 4,47 | ,681 |
| Valid N (listwise) | 30 | | | | |

The writer would like to describe the result of eighth statement as follow: the mean score of the eighth statement is 4.47 which can be indicated as a positive response. The writer chose bright colors to attract the reader. The result shows that the reader

seems pretty interested in the color of the storybook. In this case, the writer assumes that the color selection that the writer used is very attractive because students tend to be more affectionate with bright colors.

4.2.9 Students' Views on the Size of the Text in the Storybook

The ninth statement is aimed to find out whether the size of the text is already fitted in the storybook or not. Since the target readers are children, choosing font, adjusting the size for the storybook are very important. The writer chose 'cute' fonts and medium-sized fonts for the product to attract students. The result of ninth statement is attached below:

Table 16

Students' views on the size of the text in the storybook

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|----|---------|---------|------|----------------|
| Teks/tulisan yang ada dalam buku cerita Mimi memiliki ukuran yang pas, tidak terlalu besar dan tidak terlalu kecil | 30 | 2 | 5 | 4,30 | ,837 |
| Valid N (listwise) | 30 | | | | |

The result of the ninth statement shows that this statement has a minimum score of 2 and a maximum score of 5. The result shows that the mean score of the ninth statement is 4.30 which can be indicated as a positive response. The writer tried to pay attention to the layout design and the size of the text. There is a big challenge for the writer to design and redesign the storybook. By

considering the suggestions and comments from the lecturer and teacher, the writer decided to redesign the font and adjust the size. Overall the result shows that the text size is appropriate and it fits well.

4.2.10 Students' Views on Their Desire to Perform Reading Aloud with Adults

The aim of the tenth statement is to find out whether the children have an interest to do reading aloud together with parents or not. Since it is mentioned in the background of the study, that one purpose of this storybook is to persuade children to do reading aloud together with adults. The result of tenth statement is attached below:

Table 17
Students' views on their desire to perform reading aloud with adults

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|----|---------|---------|------|----------------|
| Saya memiliki keinginan untuk membaca buku cerita Mimi bersama orang tua saya di rumah | 30 | 2 | 5 | 4,00 | 1,050 |
| Valid N (listwise) | 30 | | | | |

The table shows that the tenth statement has a minimum score of 2 and a maximum score of 5. The mean score of the tenth statement is 4.00 which can be considered as a positive response. The writer assumes that half of the students agreed that they had a desire to perform reading aloud together with their parents.

4.3 Interview Interpretation

4.3.1 Interview with an English Teacher in SD Masehi, Jepara

The writer conducted an interview with an English teacher in order to obtain her perceptions on the writer's product. The interview was conducted on April 15th, 2018 in SD Masehi, Jepara. The teacher has been teaching in SD Masehi, Jepara for over 15 years. She is an expert in teaching and her educational background is English Teaching. The interview with an English teacher was analyzed after transcribing. The transcript analysis method is used to make sure and strengthen the quantitative data from another point of views. The statements about the teacher's views on the writer's product are as follows:

“Menurut saya buku cerita yang dibuat oleh Vania, sudah bisa merefleksikan pembelajaran yang ada. Dan juga saya melihat bahwa penggunaan buku cerita ini sangat efektif sebagai media pembelajaran di kelas. Saya rasa anak-anak bisa lebih memahami materi yang disampaikan melalui buku cerita ini. Karena selain dengan melihat isi dan gambar yang ada, anak-anak juga bisa berimajinasi. Activity dan juga phoenetic symbol yang ada juga sangat membantu anak-anak untuk belajar mengenai reading aloud.” (T1¹)

“I think the story book that was made by Vania is able to reflect the English language learning for third grade students. And I think the use of this storybook is very effective as a medium of language learning in

¹ T1 means teacher as the participant to collect qualitative data

the classroom. I feel the students will have a better understanding of explained materials through this storybook. It is because they can take a look of the available pictures and then imagine them. The Activities and phonetic symbols also help the students to learn about reading aloud skills.” (T1)

Based on the interview with the teacher in SD Masehi, Jepara (T1), it can be concluded that the teacher’s perception on the writer’s product is very positive. The writer assumes that the material in the storybook that the writer made is very suitable for the target learners to improve their reading aloud skills. The teacher also remarked that using storybook is very effective as a medium of language learning. The teacher agreed that using storybook as language learning is very positive in improving reading aloud skills.

