

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1. The Result of the Research

In this chapter, the writer discussed the data analysis and interpretation of the interview and questionnaire. The writer used close-ended questionnaire with Likert Scale measurement. The writer explained about the product description. The procedures of conducting this study and the result of students' opinions about the writer's product.

4.1.1 Product Description

A. The Concept

This product is created in light of the fact that children nowadays are more attached to gadget than traditional toys. The writer would like to give a learning aid to increase children's pleasure and interest through this flashcard. The concept of these flashcards is that children can learn and play at the same time in a fun and an attractive way. Some activities also included in the product hoping that children will not easily get bored. The flasheards can accompany children to learn English vocabulary. The product has already been used as teaching aid in the 1st grade in SD Masehi Jepara.

B. Format and Layout

The size of the both flashcards and answer cards are 18.5cm x 12.5cm. One box contains of 10 cards with different themes. The box also contains instruction, answer cards, and sets of adhesive name tag. For the material of the cards, the writer

used paper card for the flashcards and BC 300 for the answer card. The card was designed in a round shape. The corners and edges of the card were polished smoothly so it is safe for children and will not hurt them. The card has precise thickness, so it will last for a long time and will not be easy to be torn.

C. Content of The Card

A set of cards contain various kind of themes: job, vegetable, sport, wild animal, transportation, kitchen, fruit, bathroom, animal on the farm and sea. The writer chose topics and vocabularies which are familiar to the children in their daily activities to help them remember it easily. For the reason that these flashcards is designed for children, the content and the instruction should be interesting and simple, so it can be easily understood by the teacher, parents, or children.

D. Illustration

The illustrations of these flashcards were designed and drew by an illustrator using Adobe Photoshop editing application. Since the writer's product was targeted for 1st grade children, so the drawing should be attractive yet simple. The character of each themes were relatable one to another so the children not confused. For the color, the illustrator used bright colors to attract their interest on the writer's product. The writer and the illustrator did their best in designing and creating the flashcards.

E. Typography

The typography that the writer used in the answer card is CentSchbkCyrill BT. While the font size that used was 22-26. The writer used it because the font is quite big to read.

F. Packaging

For the packaging, the writer chose a simple one, by wrapping the cards in a box. The material of the box is card board. The size of the box is 10cm x 10cm x 20cm. The box is a pull-open design because it is a user-friendly design for children.

4.2.2 The Result of Final Product

In this research, the writer conducted all the procedures as mentioned in the previous chapter. According to the procedures, the writer would discuss about the result of evaluation and revision of the product after the interviews with the teacher and lecturer as follows:

1. Evaluating Product

After the interview, the writer evaluated the product using all the suggestions and feedbacks from both the teacher and lecturer. The first interview was conducted in SD Masehi Jepara with the English teacher who already taught there for over 15 years. While the second interviewee is a lecturer in the Faculty of Language and Arts Soegijapranata Catholic University. The interviewee is an expert in language and teaching for many years. Based on their evaluation, the writer made improvement on the product.

Table 6

Evaluation and Suggestion

Suggestion	Evaluation
1. Font	Use a bigger font size to make children more easily to read. Change the

typography into the simple one to make it look tidy.

2. Vocabulary

The language expert suggest to make little research about what are the most frequently used vocabulary that related to the themes of the flashcards. Therefore the writer change some vocabulary which are difficult for children.

3. Instruction

The lecturer suggest to make a clear instruction or guide paper for the parents or teacher. It makes the customer understand and not confused how to play the card as they can follow the instruction which is given inside the box.

4. Answer card

Potential customer gives feedback to add an answer card of each themes so the parents or teacher can do interaction with children to make it funnier to play.

5. Activity

Some of friends also suggest to change the activity. Previously, the children need to cut the name tag by themselves but it could be way too dangerous as they are still on 1st grade. So the name tag is already cutout and the children just need to stick it.

6. Effectiveness

On prototype, the children only need to stick the sticker to the card as they try to guess the correct answer. But it is not

effective because after that the card cannot be reuse. So the writer comes up with the idea to change the sticker with adhesive name tag. Children can stick and take it off again.

4.3 Data Intepretation

The writer categorized the result of the questionnaire into 2 criteria of responses. If the mean is <3 , it is categorized into negative response. If the mean is >3 , it belongs into positive response. The questionnaire consists of 10 statements with 5 options. The data was collected after the writer did the product testing with the students in front of the class. After that, the writer distributed questionnaires with the help of the teacher.

4.3.1 Students' Opinions on Their Interest

Statement number 1 is "*Flashcard ini menyenangkan untuk dimainkan*". Regarding to the statement, students were asked about their interest in using the flashcards in games. Whether the children found it fun to play the flashcards and enjoy it or not. The result reveals that the maximum score of statement number 1 is 5 and the minimum score is 4. Then the writer counted the mean of this statement to get to know if it has positive or negative response. The result is attached below:

Table 3

Data Result of Students' Opinions on Their Interest

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Flashcard ini menyenangkan untuk dimainkan	30	4	5	139	4.63
Valid N (listwise)	30				

As reported in Table 7, the mean score for statement number 1 is 4.63. From the data above, it can concluded that they have interest to play the flashcards because the writer thought that the product was suitable for young children to be played.

4.3.2 Students' Opinions on Themes

Statement number 2 is "*Saya suka dengan tema pada flashcard ini*". This statement aims at finding out children's interest in picking themes of the flashcards; whether the writer had chosen suitable topics for the children or not. The result reveals that the maximum score of statement number 5 and the minimum score is 4. The result is attached below:

Table 4

Data Result of Students' Opinions on Themes

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Saya suka dengan tema pada Flashcard ini	30	4	5	140	4.67
Valid N (listwise)	30				

From the result above, the mean score for statement number 2 is 4.67. The writer thought they like the themes and topic that the writer chose because they

were familiar with it so they were interested in playing the flashcards. The themes are quite easy for students in the 1st grade, such as vegetable, fruit, animal, etc.

4.3.3 Students' Opinions on Illustration

Statement number 3 is “*Gambar dalam flashcard ini bagus*”. This statement aims at finding out children’s opinion about the picture on the flashcards. The illustrator made the good, simple and cute drawings that children would like. The result reveals that the maximum score of statement number 3 is 5 and the minimum score is 3. The result is attached below:

Table 5

Data Result of Students' Opinion on Illustration

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Gambar dalam Flashcard ini bagus	30	3	5	133	4.43
Valid N (listwise)	30				

The result shows that the mean score for statement number 3 is 4.43. Based on the result, the writer thought that the illustrated characters were good and attractive enough for some students. While some others may think they were ordinary. Everyone has different tastes. They decided whether the illustration was good or not.

4.3.4 Students' Opinions on Learning New Vocabulary

Statement number 4 is “*Saya belajar kosakata baru melalui flashcard ini*”. This statement aims at finding out children’s opinion about the vocabulary in the

flashcards. The writer wanted to know whether the children learn new vocabulary or not when they play with the flashcards. The result reveals that the maximum score of statement number 4 is 5 and minimum score is 1. The result is attached below:

Table 6

Data Result of Students' Opinions on New Vocabulary

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Saya belajar kosakata baru melalui Flashcard ini	30	1	5	130	4.33
Valid N (listwise)	30				

The result shows that the mean score of statement number 5 is 4.33. The writer thinks that it was because some students had already known almost all of the vocabulary in the flashcards. Therefore it was too easy for them to play the card. However, 60% of student found it helpful to learn new vocabulary through these flashcards.

4.3.5 Students' Opinion on Difficulty Level

Statement number 5 is "*Flashcard ini mudah untuk dipelajari*". This statement aims at finding out student's interest in learning English using these flashcards. Whether the flashcards is easy to use and to be learnt by themselves or not. The result reveals that the maximum score of statement number 5 is 5 and the minimum score is 3. The result is attached below:

Table 7

Data Result of Students' Opinions on Difficulty Level

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Flashcard ini mudah untuk dipelajari	30	3	5	133	4.43
Valid N (listwise)	30				

The result reveals that the mean score of statement number 5 is 4.43. The writer concludes that the difficulty level in these flashcards is not too high so the children could follow the instruction well.

4.3.6 Students' Opinions on Typography

Statement number 6 is “*Tulisan teks yang ada pada flashcard ini cukup jelas*”. This statement aims at finding out children’s opinion about the font on the flashcards. The writer wanted to know if the font and the size were suitable for the flashcards or not. The result reveals that the maximum score of statement number 6 is 5 and the minimum score is 3. The result is attached below:

Table 8

Data Result of Students' Opinions on Typography

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Tulisan teks yang ada pada Flashcard cukup jelas	30	3	5	135	4.50
Valid N (listwise)	30				

The result reveals that the mean score of statement number 6 is 4.50. The statement in number 6 is questioning about the typography. The writer thinks that even though the responses were positive, the writer should make the font bigger as the revision as the product is intended for children. The font must be big enough to be read.

4.3.7 Students' Opinions on Benefit

Statement number 7 is “*Flashcard ini membantu saya memahami pelajaran Bahasa Inggris di sekolah*”. This statement aims at finding out children’s opinion about to what extent the impact of these flashcards helps the children to learn English. The result reveals that the maximum score of statement number 7 is 5 and the minimum score is 3. The result is attached below:

Table 9

Data Result of Students' Opinions on Benefit

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Flashcard ini membantu saya memahami pelajaran Bahasa Inggris di sekolah	30	3	5	134	4.47
Valid N (listwise)	30				

Based on the data result, the mean score of statement number 7 is 4.47. The writer concluded that the flashcards is a good media to help them learning English subject in the school.

4.3.8 Students' Opinions on Difficulty

Statement number 8 is “*Saya tidak menemui kesulitan dalam memainkan flashcard ini*”. This statement aims at finding out children’s opinion about the

difficulty they face while playing the flashcards. The result reveals that the maximum score for statement number 8 is 5 and the minimum score is 2. The result is attached below:

Table 10

Data Result of Students' Opinions on Problem

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Saya tidak menemui kesulitan dalam memainkan Flashcard ini	30	2	5	128	4.27
Valid N (listwise)	30				

Based on the data result, it shows that the mean score of statement number 8 is 4.27. The writer thinks that it happened because of student's unfamiliarity with adhesive name tag. They might have some troubles in sticking it on flashcards.

4.3.9 Students' Opinions on Coloring

Statement number 9 is "*Warna dalam flashcard ini menarik*". This statement aims at finding out children's opinion about the color in the flashcards. The writer wanted to know if the color that the illustrator had chosen is attractive enough for children or not. The illustrator chose bright and colorful tone to color the drawings. The result reveals that the maximum score of statement number 9 is 5 and the minimum score is 3. The result is attached below:

Table 11

Data Result of Students' Opinions on Coloring

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Warna dalam Flashcard ini menarik	30	3	5	131	4.37
Valid N (listwise)	30				

As the result above shows, the mean score of statement number 9 is 4.37. They might like it as these flashcards had colorful and bright colors. Overall, the children gave a very positive response on the illustrator's color selection as it got high score.

4.3.10 Students' Opinions on Liking the Flashcards

Statement number 10 is "*Saya suka belajar menggunakan flashcard ini*". This statement aims at finding out student's interest on playing the flashcards. The result reveals that the maximum score of statement number 10 is 5 and the minimum is 3. Table 16 shows the result of the students' interest on playing the flashcards:

Table 12

Data Result of Students' Willingness to Play the Flashcard

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Saya suka belajar menggunakan Flashcard ini	30	3	5	132	4.40
Valid N (listwise)	30				

As the result above suggests, the mean score of statement number 10 is 4.40. Statement number 10 is related to the students' interest in using this flashcards.

More than half of the students in the class responded well by stating that they were quite interested in using this flashcards for learning English vocabulary.

4.4. Discussion

After distributing the questionnaire and collecting the data, the writer concluded that Q2 has the highest mean score with 4.6. While the lowest score is Q8 with 4.26. The children showed a very good impression and response on the writer's product that all of the statements were given positive responses. The result is attached below:

Table 13

Analysis Descriptive Result

	N	Minimum	Maximum	Sum	Mean
Flashcard ini menyenangkan untuk dimainkan	30	4	5	139	4.63
Saya suka dengan tema pada Flashcard ini	30	4	5	140	4.67
Gambar dalam Flashcard ini bagus	30	3	5	133	4.43
Saya belajar kosakata baru melalui Flashcard ini	30	1	5	130	4.33
Flashcard ini mudah untuk dipelajari	30	3	5	133	4.43
Tulisan teks yang ada pada Flashcard cukup jelas	30	3	5	135	4.50
Flashcard ini membantu saya memahami pelajaran Bahasa Inggris di sekolah	30	3	5	134	4.47
Saya tidak menemui kesulitan dalam memainkan Flashcard ini	30	2	5	128	4.27
Warna dalam Flashcard ini menarik	30	3	5	131	4.37
Saya suka belajar menggunakan Flashcard ini	30	3	5	132	4.40
Valid N (listwise)	30				

The result of the descriptive statistics showed that the lowest score is Q8 and the highest score is Q2. It is assumed that Q8 (*Saya tidak menemui kesulitan dalam memainkan flashcard ini*) had the lowest score because it was quite difficult to them to play with adhesive name tag as they were still in the 1st grade. They still need guidance from teacher to help them follow the instruction well. Meanwhile Q2 (*Saya suka dengan tema pada flashcard ini*) had the highest score because the writer chose simple themes for the flashcards. The themes were about something the students really familiar to in their daily lives; things or activities they meet every day. Since all of the scores were above 3, it means that the writer's product seems to be successful for learners.

4.5. Qualitative Findings

4.5.1 Interview with the Teacher in SD Masehi Jepara

As mentioned before in Chapter 3, the writer needs to conduct an interview as a part of procedures in doing the research. The writer had an interview with the English teacher in SD Masehi Jepara who already had 15 years of teaching experiences in order to improve the writer's product. Hereby the detailed interview:

“Saya biasanya menarik perhatian anak-anak dalam pelajaran Bahasa Inggris dengan memberikan gambar. Saya juga pernah menggunakan media pembelajaran selain buku seperti puzzle dan benda nyata. Respon anak-anak terhadap alat bantu tersebut baik, mereka senang menggunakannya. (S1)

“I usually attract children’s attention to the English lesson by giving them pictures. I have also used another media beside books, such as puzzle realia. The responses of the children toward the media was good, they were happy to use it. (S1)

According to the interview, the teacher stated that the children in SD Masehi Jepara were already familiar with educational games as their media in learning English beside books. The teacher also stated that their responses on it was good, they seem quite enthusiastic. From the statement above, the writer thought that it was a good point to introduce the product. There would be a possibility for the children to like the writer’s product.

“Saya cukup tertarik dengan produk yang dibuat oleh penulis, karena materi, topik yang ada dalam flashcards ini sudah cocok dan sesuai untuk anak kelas 1 SD. Menurut saya gambarnya cukup menarik, namun tulisannya kurang jelas. Mungkin nanti bisa diperbaiki lagi dan diperbesar. Menurut saya flashcards ini bisa membantu anak-anak untuk belajar Bahasa Inggris.” (S1)

“I am quite interested in the writer’s product, because the materials and the topics in these flashcards are appropriate and suitable for first grade students of elementary school. In my opinion, I think that the picture / illustration is quite good and interesting, but the writing is not really clear. Maybe the writer can fix it again and make it bigger later. I think these flashcards can help the children in learning English.” (S1)

From the interview transcript above, the writer's product received a positive response from the teacher as she said that she was interested in the flashcards. S1 said that the product is a good choice to develop children's vocabulary in English. The themes and topics of the flashcards are suitable for the 1st grade students in SD Masehi Jepara. Nevertheless, she also gave a suggestion and feedback to the writer's product to make the font clearer and bigger. These suggestions helped the writer in improving the product.

4.5.2 Interview with Language Expert

To get the product validation, the writer also conducted an interview with one of the lecturers as a language expert from Unika Soegijapranata Catholic University. The writer asked about S2's opinion and if there were any suggestions for the writer's product. The interviewee was a teacher in English language and teaching field for more than 10 years and had a doctoral degree. The validation was held on Tuesday, April 10th 2018. The statements are as follows:

“Sebagai konsumen, saya bisa tertarik dan juga tidak dengan produk anda. Karena produk ini bukan untuk saya, ini kan untuk anak-anak. We have to put ourselves on their shoes. Kita perlu membayangkan menjadi anak-anak dan diberi mainan seperti ini senang atau tidak. Sesuatu yang mengundang rasa ingin tahu mereka itu pasti lebih menarik untuk anak-anak. Sementara untuk kosakatanya sudah oke, tidak ada masalah. Mereka bisa juga belajar secara lisan, menunjukkan benda-beda yang ada dalam flashcards. Dalam membantu belajar Bahasa Inggris untuk anak-anak, produk ini bisa membantu. Selain itu cara bermain flashcards ini cukup mudah untuk diikuti anak-anak.” (S2)

“As a customer, I might or might not be interested in your product. Because this product is not created for me, but for children. We have to put ourselves on their shoes. We need to imagine if we were children and we were given this kind of games, we would be interested or not. Something that calls curiosity will definitely more interesting for children. While for the vocabulary, it is okay, there is no problem. They can also learn orally, by pointing out at the objects in the flashcards. Moreover, the instruction is quite easy to be understood and followed by the children.” (S2)

According to the interview with the lecturer, she give suggestions about how to make the product more attractive for the young learners. She also stated more idea that could be applied on the flashcards. For the materials it was suitable for the main target.

“Well, gambarnya sudah bagus. Bisa jadi ini sudah cukup menarik untuk anak-anak. Gambarnya lucu, tapi mungkin bisa dipikirkan sesuatu yang berbeda yang mungkin akan lebih menarik lagi. Saya suka dengan bahannya karna tebal. Namun untuk beberapa gambar ada yang ambigu, karna imajinasi anak-anak luas jadi mungkin bisa dipikirkan lagi cara untuk memperjelas lagi. Untuk font susah untuk anak kelas 1 karena kurang jelas dan sangat kecil. Untuk saran, saya mengusulkan untuk memikirkan lagi mengenai keefektifan produk ini agar tidak sekali pakai lalu dibuang. Mungkin bisa ditambahkan perekat atau semacamnya, jadi mereka bisa memakai kembali flashcards ini.” (S2)

Well, the illustration had already enough. This [flashcards] could be quite interesting for the children. The drawing is cute, but maybe you can think of something different that might be more attractive. I like the card material, it is thick. But there are some ambiguous drawings that need to be clarified because children have a broad imagination. For the font, it is too difficult for 1st grade children because it is unclear and too small. In helping children learning English, this product can help them. For suggestion, I ask you to re-think about the effectiveness of this product so it is not disposable and then people discard it. It might be possible to add adhesive or something like that so they can reuse the flashcards.” (S2)

Based on the interview of the product validation, the interviewee gave a lot of suggestions to the writer’s product that were very helpful to improve the flashcards. She liked the appearance and the material of the flashcards except for the typography. The writer need to rethink about its effectiveness, the writer needed to put something with glue on it to stick the name tag on the flashcards so it will be reusable for the customer. Moreover, S2 also gave good and positive responses on the writer’s product.