CHAPTER IV

RESULT AND DISCUSSION

A. The Result of the Research

The development of handbook for English Pronunciation conducted in this study uses the ADDIE development model. The development model includes 4 stages: Analysis, Design, Development and Implementation, Evaluation.

1. Analysis

In this phase, preliminary research is carried out observation and interview the English teacher. This preliminary research includes observing activities during the teaching and learning process, interview with English Language teachers. The purpose of this introduction is to obtain data on requirements analysis aspects. The aspects of needs analysis obtained are as follows:

a) Curriculum Analysis

The curriculum applied at the YPWKS Cilegon Elementary School is the KURTILAS or 2013 Curriculum. The English Language contains some basic competencies that must be achieved. The competency is summarized in the English Language syllabus from fifth grades of Elementary School

YPWKS Cilegon. Basic competencies and indicators are shown in the following table:

Table 4.1 Curricumum analysis at SDYPWKS Cilegon

BASIC COMPETENCE	INDICATORS
4.1 Spelling English sentences is very simple, precise and acceptable	4.1.1 Spell English sentences with correct spelling
4.2 Copying English writing is very simple	4.2.1 Copying English writing is very simple correctly

b) Analysis of Teaching Resources

The Teaching Resources Analysis that is used aims to find out what Teaching Resources are used previously in English Language Teaching in the reasearch setting . The data obtained in the Teaching Resources analysis used are: at SD YPWKS Cilegon using two books as a Teaching resources, the first is Grow English from Erlangga, and the second is Basic English from Yudistira.

c) Material Analysis

Material analysis is by identifying the core competencies and basic competencies of English Language focus on the second semester. From this identification, it is found that the material will be included in the learning media and arranged systematically to be presented in teaching tests. Based on observations of material delivered to the fifth graders are focus on the

syllabus made by the education government in the Cilegon city. The material

obtained can be seen in the following table 2:

Table 4.2 Material analysis at SDYPWKS Cilegon

| No	Skill	Material
1	Listening	Description of a person
2	Speaking	• Doing Something
		• Hailing
		• Tip off
		• Ask and a giving hand
		• Ask and a giving something
		• Ask and giving information
		• Ask and giving opinion
3	Reading	• Pharase
		• Simple sentences
4	Writing	Spelling out a simple sentence

2. Design

In this stage contains a learning media framework that contains the

Navigation Structure Mapping and Story Board.

a) Mapping Navigation Structures

Mapping navigation illustrates the relationship between some learning

media content. The design of the navigation structure mapping is illustrated

in the following figure:

**Figure 4.1 Navigation Structure of the Research**
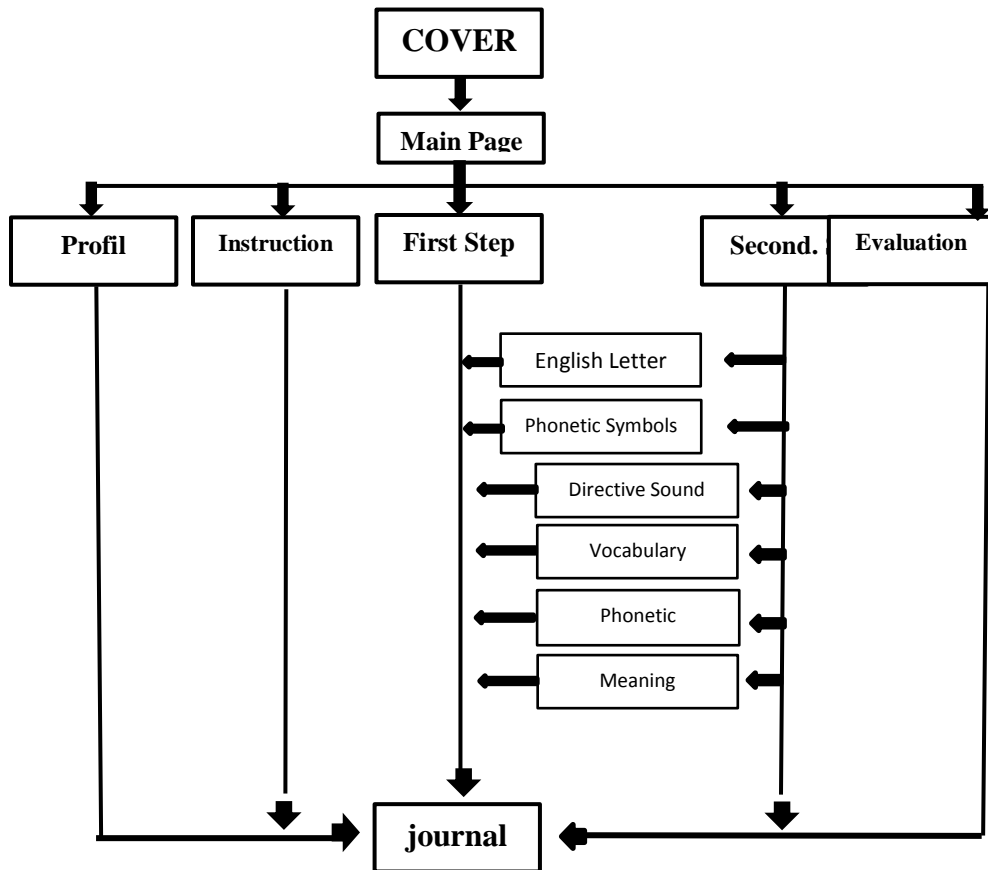
b) Storyboard.

The storyboard contains the teaching resources pronunciation flow from the beginning to the end of the design. Here are the results of the design of several pages of the Alphabet Book :

1. Story Board Cover

There is the title of the book (Alphabet Book) in the upper right corner, with a background decoration behind the text, and there is a picture of the children under the cover Following picture :

Name Book
Background
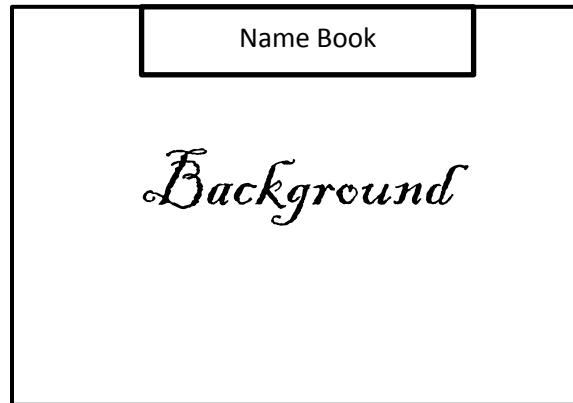
2. Story Board Profile

In this profile sheet there are two provile sheets, the first is an introduction from the author and the second sheet contains a table of contents

- Foreword

- Table of Contents
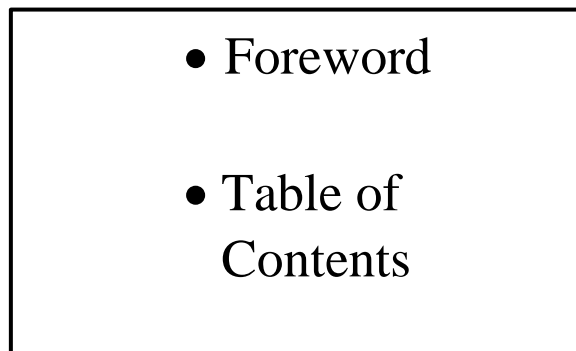
3. Story Board Instruction

In this sheet there is an explanation of what is an Alphabet book and how it is used, and there is also an explanation of the contents of the book from chapter one to the final chapter.

Instruction Alphabet Book
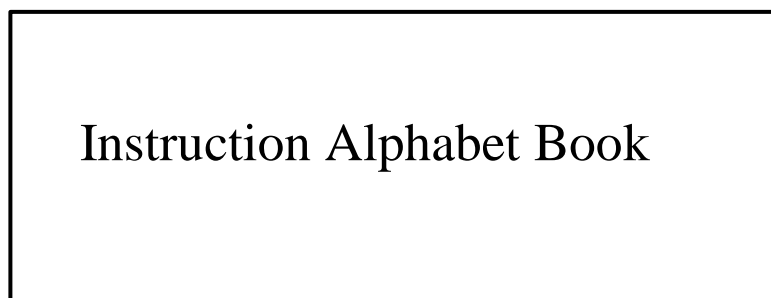
4. Story Board Firts Step

In this first step sheet, there is an English letter and also how to read that is contained, not only that there are also phonetitic symbols to provide initial knowledge to the reader, because in the next chapter the author also uses phonetic symbols, and in the upper right corner this sheet is equipped with Qr-Code that readers can listen to how the correct sound from English letters.

A. English Letter

Qr
Co

B. Phonetic Symbols

1. Vocal

2. Consonant

3. Diphtongue

5. Story Board Second Step

In this sheet may require many pages, because this sheet is the core sheet of the book that is developed, the contents are each letter from A to Z along with the kinds of sounds produced from each letters, and there are examples of words that are equipped with phonetic symbols and its meaning. In addition there is also a Qr-Code in the upper right corner, so that it makes

it easier for readers to listen how to read the vocabulary contained in the book properly.

```
┌─────────────────────────────────────────┐
│                          ┌───────┐       │
│            ┌────────┐     │ QR-   │       │
│            │ Letter │     │ Cod   │       │
│            └────────┘     └───────┘       │
│                                           │
│   1. Kind of sounds                       │
│                                           │
│       Vocabulary                          │
│   Phonetic (Meaning)                      │
│   2. Kind of sounds                       │
│                                           │
│   3. Kind of sounds                       │
│                                           │
└─────────────────────────────────────────┘
```

6. Story Board Exercise

In this exercise sheet there is almost exactly the writing as in the second step. But the difference in phnetic and meaning is only filled with dots. So you can test your ability by filling in the points listed on this exercise sheet. And there is also a Qr-Code in the top right corner to see the correct answer from the exercise.

```
┌─────────────────────────────────────────┐
│                  ┌──────────┐  ┌───────┐ │
│                  │ Exercise │  │ Qr-   │ │
│   1. Exercise    └──────────┘  │ Code  │ │
│                                └───────┘ │
│       Vocabulary                         │
│                                          │
│   ............. (...............)        │
│   2. Exercise                            │
│                                          │
└─────────────────────────────────────────┘
```

3. Development and Implementation

After the analysis and design stages have been carried out, the next step is development and implementation. At the development and implementation stage learning media is developed by applying the design of the product framework that was created at the beginning. After the initial product is finished, the next product is validated by an expert. The following stages of development and implementation are carried out:

1. Validation Test

Validation test is an activity of product testing by assessing various criteria on each media and material indicator that is considered to meet the aspects of media and material assessment. The following are the results of the validation of the two experts.

a. Expert of Media validation test

Products that have been developed further validated by media experts. The validation test in developing the Alphabet book uses a questionnaire sheet which contains aspects of the assessment, and contains comments and suggestions as an evaluation to be improved.

Product validation was carried out by one of the lecturer at the State Islamic University Sultan Maulana Hasanudin Banten named Dr. Hj. Anita S.S., M.Pd, was asked to be a validator because she had more ability in evaluating products, so this research needed constructive suggestions and

comments from the lecturer for product improvement. This Validation Test was carried out on January 24, 2020. The following is the assessment questionnaire obtained:

Table 4.3 Expert of Media validation test

No	Aspect of Assessment	Raw Score	Ideal Score	%	Result
1	Design of Handbook	3	4	75%	Agree
2	Learn the language of the Alphabet Book	3	4	75%	Agree
3	How to write and arrange Handbook	3	4	75%	Agree
4	The suitability of the cover design with the material	4	4	100%	Strong Agree
5	Appropriate font selection	4	4	100%	Strong Agree
6	Accuracy in font size	4	4	100%	Strong Agree
7	Paper size accuracy	4	4	100%	Strong Agree
8	The suitability of Handbook with difficulties experienced by students	2	4	50%	Disagree
9	Ease of storing Handbook	4	4	100%	Strong Agree
10	The ease of carrying Handbook	4	4	100%	Strong Agree

11	Ease of use of Handbook	3	4	75%	Agree
12	Ease of understanding Handbook	3	4	75%	Agree
13	The quality and attractiveness of the material contained in Handbook	3	4	75%	Agree
14	Appropriate components of interactive Handbook and aspects of the language used	3	4	75%	Agree
15	Completeness of Handbook identity	3	4	75%	Agree
SUM		**50**	**60**	**83,3%**	**Strong Agree**

b. Expert of material validation test

Material expert assessment is to assess the content of learning material contained in Alphabet book. The expert who became a validaor in this study was one of the lecturers at the State Islamic University Sultan Maulana Hasanudin Banten named Aam Amaliah M.Pd. Who teaches Pronnciation to students of UIN Banten. This validity test was carried out on January 24, 2020. The following is an assessment questionnaire obtained:

Table 4.4 Expert of Media validation test

No	Aspect of Assessment	Raw score	Ideal Score	%	Result
1	Handbook compatibility with Basic Competence	3	4	75%	Agree
2	Conformity of Media with Learning Objectives	3	4	75%	Agree
3	Handbook Compliance with Competency Standards	3	4	75%	Agree
4	Suitability of the Handbook with Characteristics of students	3	4	75%	Agree
5	Handbook compatibility with students' needs	3	4	75%	Agree
6	Clarity of examples	4	4	100%	Strong Agree
7	The alphabet book is easy for students to understand	4	4	100%	Strong Agree
8	Handbook can encourage class activities	3	4	75%	Agree
9	The use of the Alphabet book can facilitate students in learning English	4	4	100%	Strong Agree
10	Fill in the Alphabet book in accordance with the teaching resources used	3	4	75%	Agree
11	Handbook is easy to use by teachers	3	4	75%	Agree
12	Handbook can be used by	3	4	75%	Agree

	students				
13	Handbook can increase students' interest in learning English	3	4	75%	Agree
14	Handbook can be used individually or in groups	3	4	75%	Agree
15	Handbook can increase student motivation	3	4	75%	Agree
	SUM	**48**	**60**	**80%**	**Strong agree**

c. English Teacher validation test

Table 4.5 English Teacher validation test

No	Aspect of Assessment	Row Score	Ideal Score	%	Result
Media					
1	Design of handbook	4	4	100%	Strong agree
2	The equaling of handbook	4	4	100%	Strong agree
3	How to write and arrange handbook	4	4	100%	Strong agree
4	The suitability of the cover design with the material	4	4	100%	Strong agree
5	Appropriate font selection	4	4	100%	Strong agree

6	Accuracy in font size	4	4	100%	Strong agree
7	Accuracy in paper size	4	4	100%	Strong agree
8	The suitability of handbook with difficulties experienced by students	4	4	100%	Strong agree
9	Easy to stor handbook	4	4	100%	Strong agree
10	Easy to carry handbook	4	4	100%	Strong agree
11	Easy to use handbook	4	4	100%	Strong agree
12	Easy to understand handbook	3	4	75%	Agree
13	The quality and attractiveness of the material contained in handbook	3	4	75%	Agree
14	Appropriate components of product with aspects of the language needed	4	4	100%	Strong agree
15	Completeness of handbook identity	3	4	75%	Agree
Material					
1	Handbook compatibility with Basic Competence	4	4	100%	Strong agree
2	Conformity of Media with Learning Objectives	4	4	100%	Strong agree

3	Handbook Compliance with Competency Standards	4	4	100%	Strong agree
4	Suitability of the Handbook with Characteristics of students	4	4	100%	Strong agree
5	Handbook compatibility with students' needs	4	4	100%	Strong agree
6	Clarity of examples	3	4	75%	Agree
7	The alphabet book is easy for students to understand	3	4	75%	Agree
8	Handbook can encourage class activities	4	4	100%	Strong agree
9	The use of the Alphabet book can facilitate students in learning English	4	4	100%	Strong agree
10	Fill in the Alphabet book in accordance with the teaching resources used	3	4	75%	Agree
11	Handbook is easy to use by teachers	4	4	100%	Strong agree
12	Handbook can be used by students	3	4	75%	Agree
13	Handbook can increase students' interest in learning English	3	4	75%	Agree
14	Handbook can be used individually or in groups	4	4	100%	Strong agree
15	Handbook can increase student	4	4	100%	Strong

				agree
SUM	**112**	**120**	**93,3 %**	**Strong Agree**

2. Revision Phase 1

The revision of the stage play after the learning media is evaluated by the material expert and the media expert. Comments / suggestions for improvement provided by validators / experts are used as material for product improvement studies. After the product has been improved according to comments / suggestions, the product is ready to be tested on students. The following are coment results from both experts

**Table 4.6 : Revision Alphabet book from the Valiators**

No	Expert	Suggest
1	Media	1. Tidy up the cover 2. Provide an explanation that this book uses British English 3. Give each sample word in each phonetic 4. Eliminate the way to read Indonesian 5. In card storage, write the word "intentionally blank" 6. Use oxford 7. Correct every word typo
2.	Material	1. Correct the foreword

		2. Design the table of contents in a very intriguing way
		3. Put the Qr-Code in one position
		4. Tidy up the explanation of phonetic symbols
		5. Give the slash in every phonetic / sound
		6. Design the middle page of book
		7. Writing Consistency

a. Revision of expert media

1. Cover

Befor revision
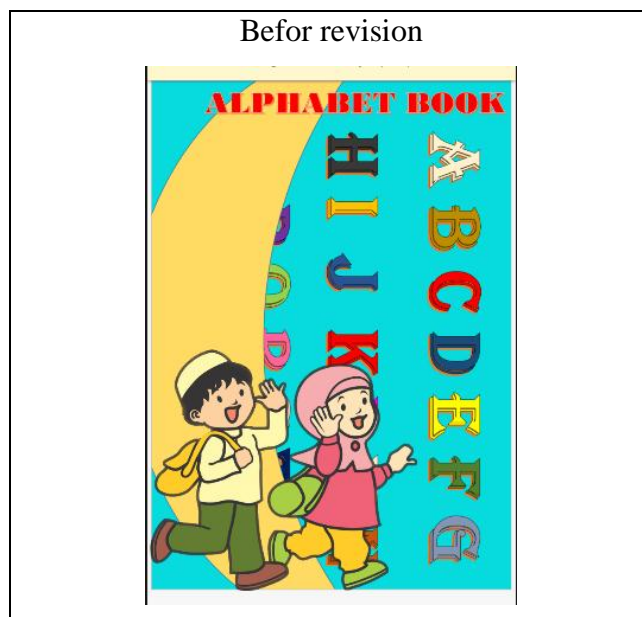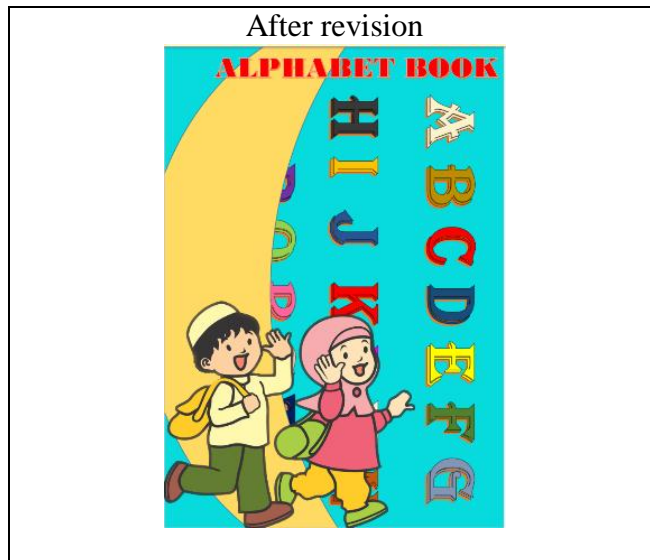
After revision

   At first glance it may seem that there is no difference between before and after revision, but actually there is importent point. Previously the cover of the Alphabet book was not neat, while after the revision the border had been neat.

2. Phonetict Exlpanaltion

Before revision

After revision

From the picture above it can be noted that the difference before revision and after revision is located on the way to write and the way to expalin. before the revision of how to write using the description and there are no examples of each phonetict symbol. whereas after revising the way of writing in the table and equipped with examples of words in each phonetict.

3. The contents of book

Before revision

From the picture above we can observe that before the revised contents contained in the Alphabet book there are four types of content there are : vocabulary, phonetict symbols, the way to read in Indonesian dialect, and the meaning of the vocaulary. Then it was revised and removed the way to read in Indonesian dialect, changed only three there are : vocabulary, phonetict symbol and meaning.

b. Revision expert of material

1. Table of Contents

Before revision

TABLE OF CONTENTS

After revision

TABLE OF CONTENTS

From the picture above explains the difference between the tables of cotents before and after revision, the location of the difference is in point B. Where before the revision is only written A, B, C and continue without being decorated with other words. Whereas after the revision we can see that the B point is added words to make the reader comfortable in finding the page they want.

2. Design the iddle page of book

Before revision
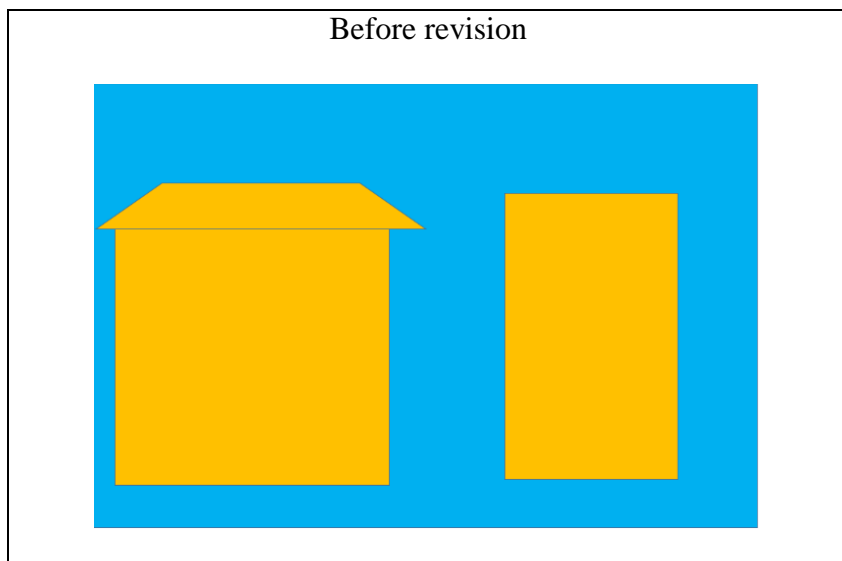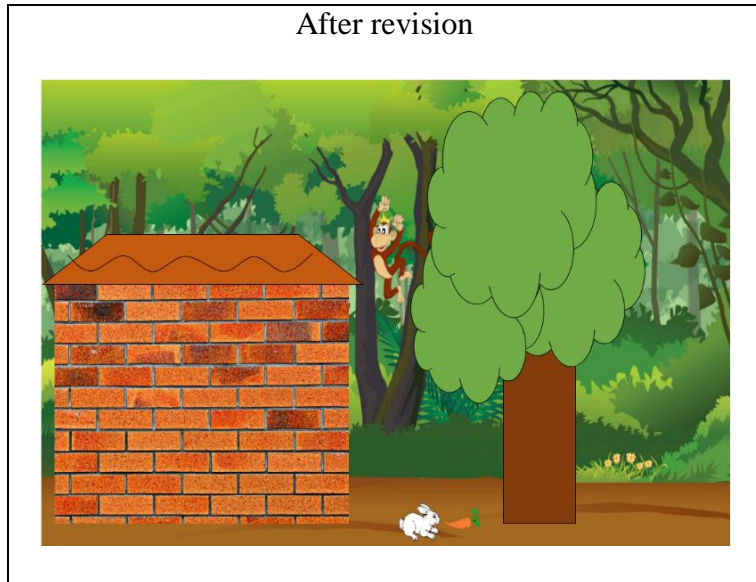
After revision

We can see a significant difference between before and after revision. Both pictures have the same function but different views, the image in the form of a house is a place to store CD contained in the Alphabet book, while the function of the tree is a limited card.

After some input provided by the validators was corrected, the researcher then returned the questionnaire to the expert of medi and material about the feasibility of this Alphabet book. The results of the second questionnaire are described as following:

c. Validation test of material expert after revised

Table 4.7 Expert of material validation test after revision

No	Aspect of Assessment	Raw score	Ideal Score	%	Result
1	Teaching Resources compatibility with Basic Competence	3	4	75%	Agree
2	Conformity of Media with Learning Objectives	3	4	75%	Agree
3	Teaching Resources Compliance with Competency Standards	3	4	75%	Agree
4	Suitability of the Teaching Resources with Characteristics of students	3	4	75%	Agree
5	Teaching Resources compatibility with students' needs	4	4	100%	Strong Agree
6	Clarity of examples	4	4	100%	Strong Agree
7	The alphabet book is easy for students to understand	4	4	100%	Strong Agree
8	Teaching Resources can encourage class activities	4	4	100%	Strong Agree
9	The use of the Alphabet book can facilitate students in learning English	4	4	100%	Strong Agree
10	Fill in the Alphabet book in accordance with the teaching sources used	3	4	75%	Agree

11	Teaching Resources is easy to use by teachers	4	4	100%	Strong Agree
12	Teaching Resources can be used by students	4	4	100%	Strong Agree
13	Teaching Resources can increase students' interest in learning English	3	4	75%	Agree
14	Teaching Resources can be used individually or in groups	3	4	75%	Agree
15	Teaching Resources can increase student motivation	3	4	75%	Agree
SUM		**52**	**60**	**86,6%**	**Strong Agree**

d. Validation test of media expert after revised

Table 4.8 Expert of Media validation test after revision

No	Aspect of Assessment	Raw Score	Ideal Score	%	Result
1	Design of Handbook	3	4	75%	Agree
2	Learn the language of the Alphabet Book	3	4	75%	Agree
3	How to write and arrange Handbook	3	4	75%	Agree
4	The suitability of the cover design with the material	4	4	100%	Strong Agree
5	Appropriate font selection	4	4	100%	Strong Agree
6	Accuracy in font size	4	4	100%	Strong Agree
7	Paper size accuracy	4	4	100%	Strong

					Agree
8	The suitability of Handbook with difficulties experienced by students	2	4	50%	Disagree
9	Ease of storing Handbook	4	4	100%	Strong Agree
10	The ease of carrying Handbook	4	4	100%	Strong Agree
11	Ease of use of Handbook	3	4	75%	Agree
12	Ease of understanding Handbook	3	4	75%	Agree
13	The quality and attractiveness of the material contained in Handbook	3	4	75%	Agree
14	Appropriate components of interactive Handbook and aspects of the language used	3	4	75%	Agree
15	Completeness of Handbook identity	3	4	75%	Agree
SUM		**50**	**60**	**83,3%**	**Strong Agree**

4. Evaluation

In the evaluation phase, a trial of learning media products is conducted on the user (students). Product trials are carried out in two stages: small group trials and large group trials. The following trials were carried out at the evaluation stage:

1. Small group trials

A small group trial was conducted on fifth grade students of SDN Buah Gede 1, amounting to 5 students, selected randomly from 48 students overall. This trial produces student assessment response data on the product and product comments / suggestions that will be used as a reference for improvement before the large group trial. Student assessment response data is then analyzed to find out the results of the product assessment responses according to students in small group trials.

Table 4.9 Small group trial questionneire result

No	Aspect	Respond				Presentation (%)			
		1	2	3	4	1	2	3	4
Physical Aspects									
1	The contents of the Alphabet Book are easy to understand	0	1	4	0	0%	20%	80%	0%
2	The size used is appropriate	0	0	5	0	0%	0%	100%	0%
3	Explanation of how	0	1	4	0	0%	20%	80%	0%

	to read and phonetict in the Alphabet book can make it easier for me to understand								
4	Design Alphabet Book made me interested in English	0	0	5	0	0%	0%	100%	0%
5	The words contained in the Alphabet Book according to student needs	0	0	4	1	0%	0%	80%	20%
Use Aspects									
6	Using the Alphabet book in English Language Teaching is more fun	0	0	4	1	0%	0%	80%	20%
7	Alphabet book can add to my knowledge	0	0	3	2	0%	0%	60%	40%
8	I enjoyed attending the English Language Teaching using the Alphabet book	0	1	2	2	0%	20%	40%	40%
9	Alphabet Book	0	0	5	0	0%	0%	100	0%

No	Statement							
	make me easy to spell Eglish word						%	
10	Alphabet Book made me interested to learn English more deeply	0	1	4	0	0%	20%	80%	0%
Utilizing Aspects									
11	Alphabet book can motivate students to learn English	0	0	5	0	0%	0%	100%	0%
12	Providing media that makes students eas to spell English	0	1	4	0	0%	20%	80%	0%
13	Increase student interest in learning	0	0	5	0	0%	0%	100%	0%
14	Reducing students' fear of speaking English words	0	0	4	1	0%	0%	80%	20%
15	Motivate students to actively read	0	2	3	0	0%	40%	60%	0%
	SUM	**0**	**7**	**61**	**7**	**0%**	**9,3%**	**81,4%**	**9,3%**

The frequency distribution of each indicator observed is as follows :

Statement 1, The contents of the Alphabet Book are easy to understand

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	4	80%
Disagree	1	20%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of the first statement is nothing respondent chose strong agree, that the contents of the Alphabet Book are easy to understand, followed by 4 (80%) that chose agree, and there are 1 (20%) chose Disagree, and there is no respondents choosing strong disagree with this statement.

Statement 2, The size used is appropriate

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	5	100%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of this statement is nothing respondent chose strong agree, that The size used is appropriate, followed by 5 (100%) that chose agree, and there is no respondents choosing disagree and strong disagree with this statement.

Statement 3, Explanation of how to read and phonetict in the Alphabet book

can make it easier for me to understand

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	4	80%
Disagree	1	20%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of this statement is nothing respondent chose strong agree, that the Explanation of how to read and phonetict in the Alphabet book can make it easier for me to understand, followed by 4 (80%) that chose agree, and there are 1 (20%) chose Disagree, and there is no respondents choosing strong disagree with this statement.

Statement 4, Design Alphabet Book made me interested in English

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	5	100%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of this statement is nothing respondent chose strong agree, that The Design Alphabet Book made me interested in English, followed by 5 (100%) that chose agree, and there is no respondents choosing disagree and strong disagree with this statement.

Statement 5, The words contained in the Alphabet Book according to student

needs

Option	Frequency	Percentage
Strong Agree	1	20%
Agree	4	80%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

The table above shows almost the same answers among the respondents. 20% of the respondents stated Strong Agree, and 80% % of the respondents stated Agree. The conclusion is that the majority of the students rate that The words contained in the Alphabet Book according to student needs

Statement 6, Using the Alphabet book in English Language Teaching

is more fun

Option	Frequency	Percentage
Strong Agree	1	20%
Agree	4	80%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

The table above shows almost the same answers among the respondents. 20% of the respondents stated Strong Agree, and 80% % of the

respondents stated Agree. The conclusion is that the majority of the students rate that Using the Alphabet book in English Language Teaching is more fun

Statement 7, Alphabet book can add to my knowledge

Option	Frequency	Percentage
Strong Agree	2	40%
Agree	3	60%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of this statement is there are 2 (40%) respondent chose strong agree, that the contents of the Alphabet Book can add to my knowledge, followed by 3 (60%) that chose agree, and there is no respondents chose Disagree and strong disagree with this statement.

Statement 8, I *enjoyed attending the English Language Teaching using the*

Alphabet book

Option	Frequency	Percentage
Strong Agree	2	40%
Agree	2	40%
Disagree	1	20%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of this statement is there are 2 (40%) respondent chose strong agree, that the contents of the Alphabet

Book can make enjoyed attending English language teaching, followed by 2 (40%) that chose agree, also only 1 (20%) that chose disagre, and there is no respondents chose strong disagree with this statement.

Statement 9, Alphabet Book make me easy to spell English word

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	5	100%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

The table above shows almost the same answers among the respondents. nothing respondents stated Strong Agree, and 100% of the respondents stated Agree. The conclusion is that the majority of the students rate that the Alphabet Book is easy for me to understand

Statement 10, Alphabet Book made me interested to learn English

more deeply

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	4	80%
Disagree	1	20%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of this statement is there is no respondent chose strong agree, that the contents of the Alphabet Book made

students more interesed to learn English, followed by 4 (80%) that chose agree, also by 1 (20%) respondent chose disagree and there is no respondents chose strong disagree with this statement.

Statement 11, Alphabet book can motivate students to learn English

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	5	100%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

The table above shows almost the same answers among the respondents. nothing respondents stated Strong Agree, and 100% of the respondents stated Agree. The conclusion is that the majority of the students rate that the Alphabet book can motivate students to learn English

Statement 12, Providing media that makes Students easy to spell English

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	4	80%
Disagree	1	20%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of the this statement is there is no respondent chose strong agree, that the contents of the providing media

makes it easy for students, followed by 4 (80%) that chose agree, also 1 (20%) that chose disagree, and there is no respondents chose strong disagree with this statement.

Statement 13, Increase student interest in learning

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	5	100%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

The table above shows almost the same answers among the respondents. nothing respondents stated Strong Agree, and 100% of the respondents stated Agree. The conclusion is that the majority of the students rate that the Alphabet Book is increase students interest in learning

Statement 14, Alphabet book can be used individually or in groups

Option	Frequency	Percentage
Strong Agree	1	20%
Agree	4	80%
Disagree	0	0%
Strong Disagree	0	0%
Total	**5**	**100 %**

From chart above shows the result of the this statement is there is 1 (20%) respondent chose strong agree, that the contents of the Alphabet Book can be use individually or group, followed by 2 (80%) that chose

agree, and there is no respondents chose Disagree and strong disagree with this statement.

Statement 15, Motivate students to actively read

Option	Frequency	Percentage
Strong Agree	0	0%
Agree	3	60%
Disagree	2	40%
Strong Disagree	0	0%
Total	**5**	**100 %**

The table above shows almost the same answers among the respondents. Nothing respondents stated Strong Agree, and 60% % of the respondents stated Agree. The conclusion is that the majority of the students rate that The Alphabet book Motivate students to actively read

2. Revision stage 2

The second phase of the revision is done after interactive learning media is tested on students in small group trials. Comments / suggestions given by students are used as reference material for product improvement. After the product is repaired according to students' suggestions, the next product is applied to students at the large group / field trial stage. However, in this study, after the small group trials were conducted, no input or suggestion was given by participents for this book. so there is no second revision in this study.

3. Big Group Trials

Field trials were carried out on the fifth grade students of SD YPWKS Cilegon, the numbered around 34 students. This field trial produces data on student response responses to the product being developed. This data is then analyzed to find out the results of the response assessment of learning media products according to students in field trials. The following is the assessment questionnaire obtained :

Table 4.10 Big group trial questionneire result

No	Aspect	Respond				Presentation (%)			
		1	2	3	4	1	2	3	4
Physical Aspects									
1	The contents of the Alphabet Book are easy to understand	0	0	20	14	0%	0%	58,8%	41,2%
2	The size used is appropriate	0	2	14	18	0%	5,8%	41,2%	53%
3	Explanation of how to read and phonetict in the Alphabet book can make it easier for me to understand	0	0	15	19	0%	0%	44,1%	55,9%
4	Design Alphabet Book made me interested in English	1	2	18	13	3%	5,8%	53%	38,2%

No	Statement							
5	The words contained in the Alphabet Book according to student needs	0	2	1 2	20	0%	5,8 %	35,4%	58,8%
Use Aspects								
6	Using the Alphabet book in English Language Teaching is more fun	0	0	1 3	21	0%	0 %	38,2%	61,8 %
7	Alphabet book can add to my knowledge	1	0	6	27	3%	0 %	17,6%	79,4 %
8	I enjoyed attending the English Language Teaching using the Alphabet book	0	0	1 8	16	0%	0 %	53%	47%
9	Alphabet Book make me easy to spell Eglish word	0	1	1 7	16	0%	3 %	50%	47%
1 0	Alphabet Book made me interested to learn English more deeply	0	4	1 4	16	0%	1 1, 8 %	41,2%	47%
Utilizing Aspects								
1 1	Alphabet book can motivate students to learn English	0	1	1 4	19	0%	3 %	41,2%	55,8 %
1	Providing media that	0	1	7	26	0%	3	20,5%	76,5

No	Statement								
2	makes students eas to spell English						%		%
1 3	Increase student interest in learning	1	1	1 8	14	3%	3 %	53%	41%
1 4	Reducing students' fear of speaking English words	0	2	1 5	17	0%	5, 8	44,2%	50%
1 5	Motivate students to actively read	0	1	1 0	23	0%	3 %	29,4%	67,6
SUM		**3**	**17**	**2 2 1**	**27 9**	**0,6 %**	**3, 3 %**	**43,4%**	**54,7 %**

The frequency distribution of each indicator observed is as follows :

Statement 1, The contents of the Alphabet Book are easy to understand

Option	Frequency	Percentage
Strong Agree	14	41,2%
Agree	20	58,8%
Disagree	0	0%
Strong Disagree	0	0%
Total	**34**	**100 %**

The results of the questionnaire are known that of 34 students, giving answers to the first questionnaire number: "The contents of the Alphabet Book are easy to understand" obtained a strong agree score of 14 students 14: 34x100 = 41.2% while those who answered agree there were 20 students

20: 34x100 = 58.8% and none of the students answered disagree and stong disagree.

Statement 2, The size used is appropriate

Option	Frequency	Percentage
Strong Agree	18	53%
Agree	14	41,2%
Disagree	2	5,8%
Strong Disagree	0	0%
Total	**34**	**100 %**

From chart above shows the result of this statement is nothing respondent chose strong disagree, that The size used is appropriate, followed by 2 (5,8%) that chose disagree, and 14 students (41,2%) choose agree, also 18 (53%) strong agree with this statement.

Statement 3, Explanation of how to read and phonetict in the Alphabet book

can make it easier for me to understand

Option	Frequency	Percentage
Strong Agree	19	55,9%
Agree	15	44,1%
Disagree	0	0%
Strong Disagree	0	0%
Total	**34**	**100 %**

The table above shows almost the same answers among the respondents. 19 (55,9%) of the respondents stated Strong Agree, and 15 (44,1%) of the respondents stated Agree. The conclusion is that the majority

of the students rate that The words contained in the Alphabet Book according to student needs and there is no respondents chose disagree and strong disagree.

Statement 4, Design Alphabet Book made me interested in English

Option	Frequency	Percentage
Strong Agree	13	38,2%
Agree	18	53%
Disagree	2	5,8%
Strong Disagree	1	3%
Total	**34**	**100 %**

From chart above shows the result of this statement is 13 respondent (38,2%) chose strong agree, that The Design Alphabet Book made me interested in English, followed by 18 (58%) that chose agree, and there are 2 respondents (5,8%) choosing disagree and strong disagree with this statement is only 1 (3%)

Statement 5, The words contained in the Alphabet Book according to student

needs

Option	Frequency	Percentage
Strong Agree	20	58,8%
Agree	12	35,4%
Disagree	2	5,8%
Strong Disagree	0	0%
Total	**34**	**100 %**

From chart above shows the result of this statement is 20 students (58,8%) chose strong agree, that The words contained in the Alphabet Book according to student needs, followed by 12 (35,4%) that chose agree, and there are 1 (20%) chose Disagree, and there is no respondents choosing strong disagree with this statement.

Statement 6, Using the Alphabet book in English Language Teaching

is more fun

Option	Frequency	Percentage
Strong Agree	21	61,8%
Agree	13	38,2%
Disagree	0	0%
Strong Disagree	0	0%
Total	**34**	**100 %**

The table above shows almost the same answers among the respondents. 21 (61,8%) of the respondents stated Strong Agree, and 13 (38,2%) of the respondents stated Agree. The conclusion is that the majority of the students rate that Using the Alphabet book in English Language Teaching is more fun and there is no respondents chose disagree and strong disagree.

Statement 7, Alphabet book can add to my knowledge

Option	Frequency	Percentage
Strong Agree	27	79,4%
Agree	6	17,6%

Disagree	0	0%
Strong Disagree	0	0%
Total	**34**	**100 %**

From chart above shows the result of this statement is there are 27 (79,4%) respondent chose strong agree, that the contents of the Alphabet Book can add to my knowledge, followed by 6 (17,6%) that chose agree, and there is no respondents chose Disagree and strong disagree with this statement.

Statement 8, I *enjoyed attending the English Language Teaching using the*

Alphabet book

Option	**Frequency**	**Percentage**
Strong Agree	16	47%
Agree	18	53%
Disagree	0	0%
Strong Disagree	0	0%
Total	**34**	**100 %**

From chart above shows the result of this statement is there are 16 (47%) respondent chose strong agree, that the contents of the Alphabet Book can make enjoyed attending English language teaching, followed by 18 (53%) that chose agree, also there is no respondent that chose disagre, and there is no respondents chose strong disagree with this statement.

Statement 9, Alphabet Book make me easy to spell English word

Option	Frequency	Percentage
Strong Agree	16	47%
Agree	17	50%
Disagree	1	3%
Strong Disagree	0	0%
Total	**34**	**100 %**

The table above shows almost the same answers among the respondents. There are 16 (47%) respondents stated Strong Agree, and 17 of the respondents (50%) stated Agree. And followed by 1 (3%) chose disagree, also nothing respondent chose strong disgaree. The conclusion is that the majority of the students rate that the Alphabet Book is make easy to spell English word.

Statement 10, Alphabet Book made me interested to learn English

more deeply

Option	Frequency	Percentage
Strong Agree	16	47%
Agree	14	41,2%
Disagree	4	11,8%
Strong Disagree	0	0%
Total	**34**	**100 %**

From chart above shows the result of this statement is there are 16 (47%) respondent chose strong agree, that the contents of the Alphabet Book made students more interesed to learn English, followed by 14 (41,2%)

that chose agree, also by 4 (11,8%) respondent chose disagree and there is no respondents chose strong disagree with this statement.

Statement 11, Alphabet book can motivate students to learn English

Option	Frequency	Percentage
Strong Agree	19	55,8%
Agree	14	41,2%
Disagree	1	3%
Strong Disagree	0	0%
Total	**34**	**100 %**

The table above shows almost the same answers among the respondents. 19 (55,8%) respondents stated Strong Agree, and 14 (41,2%) of the respondents stated Agree. Followed by 1 (3%) chose disagree, and there is no respondent chose strong disagree The conclusion is that the majority of the students rate that the Alphabet book can motivate students to learn English.

Statement 12, Providing media that makes Students easy to spell English

Option	Frequency	Percentage
Strong Agree	26	76,5%
Agree	7	20,5%
Disagree	1	3%
Strong Disagree	0	0%
Total	**34**	**100 %**

From chart above shows the result of the this statement is there are 26 (76,5%) respondents chose strong agree, that the contents of the providing media makes students easy to spell English, followed by 4 (20,5%) that chose agree, also 1 (3%) that chose disagree, and there is no respondents chose strong disagree with this statement.

Statement 13, Increase student interest in learning

Option	Frequency	Percentage
Strong Agree	14	41%
Agree	18	53%
Disagree	1	3%
Strong Disagree	1	3%
Total	**34**	**100 %**

From chart above shows the result of the this statement is there are 14 (741%) respondents chose strong agree, that the Alphabet book increase stuents interest in learning, followed by 18 (53%) that chose agree, also 1 (3%) that chose disagree and strong disagree with this statement

Statement 14, Alphabet book can be used individually or in groups

Option	Frequency	Percentage
Strong Agree	17	50%
Agree	15	44,2%
Disagree	2	5,8%
Strong Disagree	0	0%
Total	**34**	**100 %**

From chart above shows the result of the this statement is there is 17 (50%) respondent chose strong agree, that the contents of the Alphabet Book can be use individually or group, followed by 15 (44,2%) that chose agree, and there are 2 (5,8%) chose disagree, also there is no respondent chose strong disagree with this statement.

Statement 15, Motivate students to actively read

Option	Frequency	Percentage
Strong Agree	23	67,6%
Agree	10	29,4%
Disagree	1	3%
Strong Disagree	0	0%
Total	**34**	**100 %**

The table above shows almost the same answers among the respondents. There are 23 (67,6%) respondents stated Strong Agree, and 10 (29,4%) of the respondents stated Agree. Followed by 1 (3%) respondent chsose disagree, and there is no respondents chose strong disagree. The conclusion is that the majority of the students rate that The Alphabet book Motivate students to actively read

B. Data Analysis

For the first data analysis, we will see the results of the validation experts and the responses of the participants, the function is to answer the
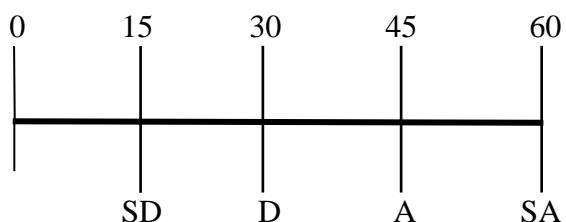
research question number 1, that is what extent the Alphabet Book Developed to English Pronunciation?

1. The result of validation test

Table 4.11 The result of validation test

No	Validator	Scor	%	Result
1	Expert of Media	50	83,3%	Strong Agree
2	Expert of Material	48	80%	Strong Agree
	MEAN	**49**	**81,6 %**	**Strong Agree**

Rating Scale of validation

```
0        15        30        45        60
|         |         |         |         |
|_____|_____|_____|_____|
         SD         D         A        SA
```

Based on the data exposure above, we can see the result score obtained from the experts questionneire is 49, where in the rating scale 49, there are 45 - 60 who have **"strong agree"** results.

2. The result of validation test after revision

Table 4.12 result of validation test after revision

No	Validator	Scor	%	Result
1	Expert of Media	50	83,3%	Strong Agree

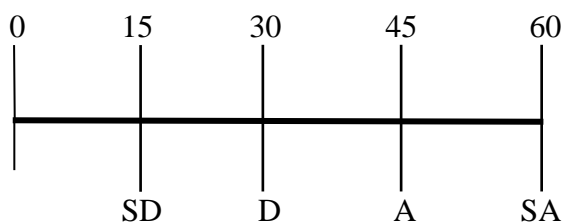| 2	Expert of Material	52	86,6%	Strong Agree
	MEAN	**51**	**85%**	**Strong Agree**

Based on the data exposure above, we can see the result score obtained from the experts questionneire is 49, where in the rating scale 51, there are 45 - 60 who have **"strong agree"** results.

3. The result of English teacher validation

Table 4.13 English teacher validation

No	**Validator**	**Scor**	**%**	**Result**
1	Aspect Media	57	95%	Strong Agree
2	Aspect Material	55	91%	Strong Agree
	MEAN	**56**	**93%**	**Strong Agree**

Rating Scale of validation

```
0        15        30        45        60
|         |         |         |         |
|-----------------------------------------|
|         |         |         |         |
         SD        D         A         SA
```

Based on the data presentation above, we can see the result score obtained from the English teacher questionneire at Sd YPWKS Cilegon is 57 for the media aspect and the presented is 95% where in the rating scale 57
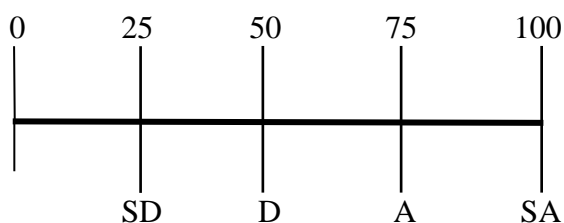
there are between 45 - 60 who have strong agree results. And for the material aspects of English teacher gets 55 scores whose presentation results are 91% and have the same results, namely strong agree. And also the results of the average value of both aspects (media and material aspects) are 56 which if presented the results are 93% where in the rating score of 56 there are also between 45-60 and it can be concluded that the results of the validation of the English teacher at SD YPWKS Cilegon about The Designing Alphabet Book is **"Strong Agree"**.

4. The result of small group trials

Table 4.14 The result of small group trials

No	Aspect	Row Score	%	Result
1	Physical Aspect	78	78%	Strong Agree
2	Use Aspect	82	82%	Strong Agree
3	Utilizing Aspect	77	77%	Strong Agree
	MEAN	**79**	**79%**	**Strong Agree**

Rating Scale of participent

```
0       25      50      75      100
|        |       |       |        |
|_____|_____|_____|_____|
         |       |       |        |
        SD       D       A       SA
```
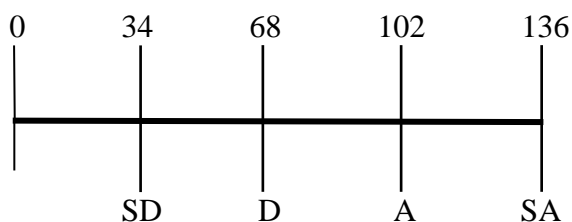
Based on the data above, we can see that the results of the small group trial respondents were 78% for the physical aspect, and 82% for the use aspect and followed by 77% for the utilizing aspect. And the mean of the three aspects above is 79%, from the calculation of 79: 100 x 100 = 79% where 100 is the ideal score from small group trials. And the result of this small group trials is 79 where the number 79 is included in the category of strong agree in the rating score, so the conclusion is that the participants of the small group trials argue **"Strong Agree"** against this Alpahabet book.

5. The result of big group trials

Table 4.15 The result of big group trials

No	Aspect	Row Score	%	Result
1	Physical Aspect	117,2	86,17%	Strong Agree
2	Use Aspect	119,8	88,08%	Strong Agree
3	Utilizing Aspect	120,2	88,38%	Strong Agree
	MEAN	**119**	**87,5%**	**Strong Agree**

Rating Scale of participent big trials

0	34	68	102	136
	SD	D	A	SA

Based on the data above, we can see that the results of the big group trial respondents were 86.17% for the physical aspect, and 88.08% for the use aspect and followed by 88.38% for the utilizing aspect. And the mean of the three aspects above is 87.5%, from the calculation of 119: 136 x 100 = 87.5% where 136 is the ideal score from the big group trials. And the result of this big group trials is 119 and the number 119 is included in the category of strong agree in the rating score, so the conclusion is that the participant big group trials argue **"Strong Agree"** against this Alpahabet book.

6. The Result of Physical Aspect Analysis

Whereas to answer the second research questions, researcher sought answers by analyzing the physical aspects contained in the questionire to find out what contexts of Alphabet book to develop english pronounciation.

4.16 The score of physical aspect

No	Aspect	Respond				Presentation (%)				
		1	2	3	4	1		2	3	4
Physical Aspects										
1	The contents of the Alphabet Book are easy to understand	0	0	20	14	0%	0%	58,8%		41,2%
2	The size used is appropriate	0	2	14	18	0%	5,8%	41,2%		53%
3	Explanation of	0	0	15	19	0%	0%	44,1%		55,9%

	how to read and phonetict in the Alphabet book can make it easier for me to understand							
4	Design Alphabet Book made me interested in English	1	2	18	13	3%	5,8 %	53%	38,2%
5	The words contained in the Alphabet Book according to student needs	0	2	12	20	0%	5,8 %	35,4%	58,8%

The data above is the questionnaire score obtained from participants or fifth grade students of SDYPWKS Cilegon, who then obtained the analyzed data to get the result and presentation each statement. From the data analysis results above as follows:

4.17 The result of physical aspect analysis

No	Statement	Row Score	Ideal Score	%	Result
1	The contents of the Alphabet Book are easy to understand	**116**	**136**	**85,2%**	**Strong Agree**

2	The size used is appropriate	**118**	**136**	**86,7%**	**Strong Agree**
3	Explanation of how to read and phonetict in the Alphabet book can make it easier for me to understand	**121**	**136**	**88,9%**	**Strong Agree**
4	Design Alphabet Book made me interested in English	**111**	**136**	**81,6%**	**Strong Agree**
5	The words contained in the Alphabet Book according to student needs	**120**	**136**	**88,2%**	**Strong Agree**

from the table above we can see the first statement has a row score of 116 obtained from the number of respodents x score , then (116: 136) which 136 is the ideal score from each statement, then the results of (116: 136) x 100 to find out the number of presentations. And the results will appear that is 85.2% and get the results of **"Strong Agree".** And from the secound statement we can see that the value obtained is 118: 136 x 100 so the presentation of the final score is 86.7% so that it gets the same results as the first statement **"Strong Agree"**. And the third statement got a score of 121: 136 x 100 = 88.9% and obtained the results of **"Strong Agree"**. While the fourth statement got a score of 111: 136 x 100 = 8.6% and got the results of

the category **"Strong Agree"**. And for the last statement get a value of 120: 136 x 100 = 88.2% with the same result that is **"Strong Agree"**.

Although from the first statement to the fifth statement obtained the same result that is strong agree, but the statement that gets the highest score is satatement number three that is "Explanation of how to read and phonetict in the Alphabet book can make it easier for me to understand". So we can conclude that the context of the Alphabet Book for Developing Students' English Pronunciation is Explanation of how to read and phonetict symbols.