CHAPTER IV

FINDINGS AND DISCUSSION

After doing the research on the product. In this chapter it can be concluded that the results and findings of these studies are among them: the result from expert validation, the result of data analysis, and the implementation results from the students.

A. Validation Result from Media Expert

The validation by media expert has been implemented on June, 8th 2021, the validator of the product was Mrs. UM. The purpose of this validation to validate the media, is the media appropriate with the thirds grade students, how the product looks like, and how the suitable of the media in the teaching media.

In this evaluation checklist, there are three indicators and twelve criteria it is used to validate the product ''An English Pocketbook for Phonetic Symbols'' how to pronounce in English by using phonetic symbols to train students in pronouncing English vocabulary as well as to increase students' confidence in speaking English. The three indicators are content, equipment, and media purpose. And each indicator has criteria, there are five criteria in content, four criteria in equipment, and three criteria in media purposes.

1. Expert Validation Checklist for Media

The title of research   : Designing an English Pocketbook for Phonetic
                           Symbols in Pronunce ability

Researcher   : Intan Nurbaeti

Name of validator   : Mrs. Uyu Mu'awanah, M.Pd

Instruction   :

1) Please give a tick (✓) within the column (yes or no) based on your evaluation toward the media.
2) Please give comments and suggestions for every variable.

No	Indicator	Criteria	Answer	
			Yes	No
1.	Content	a. Is it suitable for target user?	✓	
		b. Are the material interesting for target user?	✓	
		c. Is it relevance to English student levels?	✓	
		d. It is relevance to the language function targeted?	✓	
		e. Are the product very helpful for the teacher?	✓	
	Comments and suggestion:	Insyaallah, I will develop the book in Indonesia verse or maybe there a further researcher that will do the same thing with me.		
2.	Equipment	A. Is the size of the book enough?	✓	
		B. Are the component of the book looks uniform?	✓	
		C. Is the component of the book clear?	✓	
		D. Is the book able to be understood easily?	✓	
	Media purpose	a. Is the media easy to use?	✓	

3.		b. Is the use of the media able to attract the students' attention?	✓	
		c. Is the purpose of the media use able to be achieved?	✓	
	Comments and suggestion:	For the teacher, it is better the size of the book bigger than students		

Figure 4.1: **Expert Validation Checklist for Media**

a. The Description of the Result from Media Expert.

Firstly, the first indicator was about content. The first indicator had five criteria. The validation checked the criteria of the media by giving the answer "yes" or "no" response. The validator checked "yes" for all those criteria in content indicator. The first criteria "is it suitable for target users?". The second criteria "Are the material interesting for target user?". The third criteria, "Is it relevance to English student levels?". The fourth criteria, "It is relevance to the language function targeted?". The last criteria in content indicator, "Are the product very helpful for the teacher?". She gave "yes" as the response for all the question in the content indicator. She also, state a comment in the column of "comments and suggestions" she wrote "Insyaallah, sometimes I will develop the book in Indonesia verse or maybe there a further researcher that will do the same thing with me."

Secondly, the second indicator was about equipment of the media. The second indicator had five criteria. The validator checked "yes" for all those criteria as the answer in the equipment indicator. The first criteria in equipment indicator "Is the size of the book enough?". The second criteria "Are the component of the book looks uniform?". The third criteria, "Is the component of the book clear?". The last criteria, "Is the book able to be understood easily?". In this indicator, the validator gave a little suggestion,

she wrote "for the teacher, it is better the size of the book bigger than students"

The last indicator was about media purpose. The third indicator had three criteria. The validator checked "yes" for all those criteria as the answer in the indicator of media purpose. The first criteria, "Is the media easy to use?". The second criteria, "Is the use of the media able to attract the students' attention?". The last criteria, "Is the purpose of the media use able to be achieved?". In this indicator the validator did not give a comment or suggestion.

2. **Data Analysis from Media Expert**

From the description above, it can be concluded that an English Pocketbook for Phonetic Symbols was valid and suitable to use for the students and as a teaching media. But had a little revision in the question sheet based on the validator's comment and suggestion. The validation result from the media expert stated the pocketbook was very good and can be used without revision.

B. **Validation Result from Material Expert**

The validation by material expert was conducted on May, 26th 2021. The validator of the product was Mr. AM The purpose of this validation to validate the material of the pocketbook, are the materials appropriate to be implemented to the students, and are the materials support students' motivation in learning especially in pronunciation.

1. **Expert Validation Checklist for Material**

The title of research   : Designing an English Pocketbook for Phonetic
                           Symbols in Pronunce ability

Researcher   : Intan Nurbaeti

Name of validator   : Dr. H. Abdul Mu'in, S.Ag., M.M

Instruction   :

1) Please give a tick (✓) within the column (yes or no) based on your evaluation toward the material'

2) Please give comments and suggestions for every variable.

No	Indicator	Component	Criteria	Answer	
				Yes	No
A	Content	Instructional objectives	a. The materials are suitable for target learners	✓	
		Content of the material	a. The pocketbook achieves the objective as media to improve students pronounce ability	✓	
			b. The content of the materials is flexible to be used in any situation and condition.	✓	
			c. The instruction of the materials is clear	✓	
		Coverage of the materials	The materials support students centered learning.	✓	
			b. The coverage of materials applies the pronunciation	✓	

				✓	
		Phonetic symbols	The materials of phonetic are appropriate with student ability	✓	
			The examples are easy to understand	✓	
			The videos in the barcode scan are easy to understand	✓	
			The word in every example is famous and simple than easy to understand.	✓	
B	Level of difficulty	Activities	a. The materials are easy to understand for target learner.	✓	
			b. The materials are appropriate with the material given.	✓	
			c. The product can add new insights to the learning process	✓	
			d. The product got interest and motivation to learn for target learner.	✓	
Comments and suggestions: Grammatical writing should be well					

Figure 4.2: **Expert Validation Checklist for Material**

a) The Description of the Result from Material Expert.

Firstly, the first indicator was about material. The first indicator had fourth components and tenth criteria. The first component about instructional objectives, the criteria is "The materials are suitable for target learners" the validator checked "yes" for the response of this component. The second component was about content of the material. This component was divided into three criteria, the three criteria were "The pocketbook achieves the objective as media to improve students pronounce ability", "The content of the materials is flexible to be used in any situation and condition", "The instruction of the materials is clear". The validator checked "yes" as the response for all criteria of this component. The next component was about coverage of the materials. There were two criteria in this component. The two criteria were "The materials support students centered learning", "The coverage of materials applies the pronunciation". The last component was about phonetic symbols. There were four criteria of this component. There were "The materials of phonetic are appropriate with student ability", "The examples are easy to understand", "The videos in the barcode scan are easy to understand", "The word in every example is famous and simple than easy to understand.". The validator checked "yes" for all criteria as the response of this component.

Secondly, the second indicator was about level difficulty. This indicator was divided into one component and three criteria. The component was about activities. The first criteria, "The materials are easy to understand for target learner.". the second criteria, "The materials are appropriate with the material given". The third criteria, "The product can add new insights to the learning process". The last criteria, "The product got interest and motivation to learn for target learner". The validator checked "yes" for all criteria as the response of this component. But, there a little revision for the researcher is about grammatical that contained in the pocketbook.

2. **Data Analysis from Material Expert**

From the description above from the material expert, it can be concluded that an English Pocketbook for Phonetic Symbols was valid and suitable to use for the students and as a teaching media. But there a little revision based on validator's comment and suggest. The validation result from the material expert stated the pocketbook was good and can be used after revision.

C. The Implementation results from the students.

The implementation of the product was conduct by student on May, 30th 2021. the purposes of conducting the implementation to the student was to know is the pocketbook suitable for use by students. And the pocketbook could be improved the students' pronunciation ability. In the implementation of the pocketbook, the researcher used tenth students from the third grades of female students as a participant.

The researcher explained all the material to the students sequentially. The researcher explains one by one the letters consonants vowel and diphthong. However, the students' responses at the beginning of the explanation of the material showed a little confusion regarding the phonetic symbols from the vowels that were explained by the researcher. However, the researcher tried to explain again to students what is phonetic symbols and their pronunciation sounds were by using a *pronunciation chart* application. The researcher mentions the vowels one by one to the students then, listens carefully to how the vowels sound to the students so that students can follow them. Then, the researcher appointed one of the students to recite what he heard

The Description of Implementation Result from Students

1) **Student 1**

   a. **Questionnaire**

   Student 1 she crossed "SB" as an answer for question one about the pocketbook looks like. She likes the design of the book. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was get more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "SB" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

   In the column of the comments and suggests, she has an opinion that the pocketbook very good to use and to learn for the students, and the pocketbook also can increase students' knowledge and to correct the students' pronunciation in speaking English.

2) **Student 2**

   a. **Questionnaire**

   Student 2 she crossed "SB" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "B" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

   In the column of the comments and suggests, she has an opinion that the pocketbook is verry good to use by students and the design is flexible to bring it makes more interest for the students to read it.

3) **Student 3**

    a. **Questionnaire**

    Student 3 she crossed "B" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "B" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "B" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

    In the column of the comments and suggests, she has an opinion that the pictures of the pocketbook is funny, and the pocketbook was attractive design, she has the suggest about the explanation of the consonants sounds are doesn't makes she understand.

4) **Student 4**

   a. **Questionnaire**

   Student 4 she crossed "SB" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "SB" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

   In the column of the comments and suggests, she has an opinion that the pocketbook is easy to understand and flexible.

5) **Student 5**

   a. **Questionnaire**

   Student 5 she crossed "SB" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second

question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "SB" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

In the column of the comments and suggests, she has an opinion that the pocketbook can give a motivation to study hard about English, and she can speak English well. So, this pocketbook also simple and easy to understand.

6) **Student 6**

   a. **Questionnaire**

   Student 6 she crossed "SB" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she

crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "B" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "SB" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

In the column of the comments and suggests, she has an opinion that the pocketbook is very useful and the book can be learned for all students.

7) **Student 7**

a. **Questionnaire**

Student 7 she crossed "B" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for

students, she crossed "B" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "B" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "B". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

In the column of the comments and suggests, she has an opinion that the materials within are easy to understand.

8) **Student 8**

   a. **Questionnaire**

   Student 8 she crossed "SB" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "B" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "SB" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The

question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "B" for an answer. The last questions, she crossed "B" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

In the column of the comments and suggests, she has an opinion that the pocketbook is useful for the students to learn. And she hopes this pocketbook will continuous to developed.

9) **Student 9**

   a. **Questionnaire**

   Student 9 she crossed "SB" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "B" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB"

because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer. The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

In the column of the comments and suggests, she has an opinion the pocketbook can help the students to be able to pronounce the pronunciation clearly.

10) **Student 10**

   a. **Questionnaire**

Student 10 she crossed "SB" for an answer for the first question about the pocketbook looks like. She likes the design of the pocketbook. Second question, she crossed "SB". The ability of a pocketbook in presenting material it makes easy for she to understand. The third questions, she crossed "B" for an answer. She was more understand of the material. The fourth questions, she crossed "SB" for an answer. She admits that the language used in the pocketbook is very easy. The fifth question was about the ability of the pocketbook to improve the motivation for students, she crossed "SB" for an answer. Sixth question was about the size of pocketbook that the students can bring it whenever and wherever. She crossed "SB" for an answer because with the small size automatically it makes easy to bring. The seventh questions, she crossed "SB". The question was about the benefit of the phonetic symbols in the pocketbook, she admits it is very useful for students. The eight questions, was about the picture and the video that in the barcode scan. She crossed "SB" because the videos and the pictures are related with the material. The next questions, was about the simplicity of the language used. She crossed "SB" for an answer. The last questions, she crossed "SB" for an answer.

The question, was about the effectiveness of the book for the students. She feels this pocketbook is useful and simple for students to learn, and the book has never existed before.

In the column of the comments and suggests, she has an opinion the pocketbook is simplicity and can give a motivation to read it with attractive design

To make it clear the results of the questionnaire and students' answer were present on the figure 7

No.	Pertanyaan	Jawaban Siswa									
		1	2	3	4	5	6	7	8	9	10
1	Kemenarikan desain pada buku saku	SB	SB	B	SB	AB	SB	B	SB	SB	SB
2	Kemampuan buku dalam penyajian materi secara urut atau stematis	SB	SB	SB	SB	SB	SB	SB	SB	SB	SB
3	Kemudahan memahami materi yang disajikan	B	B	B	B	B	B	SB	B	B	B
4	Kejelasan bahasa yang digunakan	SB	SB	SB	SB	SB	SB	SB	B	SB	SB
5	Kemampuan media buku saku untuk meningkatkan motivasi belajar siswa	SB	SB	SB	SB	SB	B	B	SB	SB	SB

6	Kegunaan buku saku yang dapat digunakan kapan saja dan dimana saja	SB	B	SB	SB	SB	SB	SB	SB	B	SB
7	Manfaat phonetic symbols dalam buku saku	SB	SB	SB	SB	SB	SB	B	SB	SB	SB
8	Kesesuaian gambar dan video dalam pembahasan materi ajar	SB	SB	B	SB	SB	SB	SB	SB	SB	SB
9	Kesederhaan dan kejelasan Bahasa yang digunakan	SB	SB	SB	SB	SB	SB	SB	B	SB	SB
10	Ke efektifan buku saku untuk siswa	SB	SB	SB	SB	SB	SB	SB	B	SB	SB

Figure 4.3: **Implementation Results from Students.**

D. The Implementation Results from The Teacher

Note:

SB = Sangat Baik   KB = Kurang Baik

B = Baik   TB = Tidak Baik

No.	Pertanyaan	Tingkat Persetujuan			
		SB	B	KB	TB
1	Kemena rikan desain pada buku saku	✓			

2	Kemampuan buku dalam penyajian materi secara urut atau sistematis	✓			
3	Kemudahan memahami materi yang disajikan		✓		
4	Kelengkapan materi yang di sajikan dalam buku saku	✓			
5	Kegunaan buku saku sebagai media ajar siswa		✓		
6	Kemudahan buku saku sebagai alat penyaji materi untuk guru	✓			
7	Kejelasan bahasa yang digunakan	✓			
8	Keunggulan buku saku sebagai media ajar siswa		✓		
9	Keberhasilan dalam kemampuan pelafalan siswa		✓		
10	Ke efektifan buku saku sebagai bahan ajar siswa		✓		

Figure 4.4: **The Implementation results from the teacher**

In the column of the comments and suggest the teacher has the opinion are: the materials of the pocketbook can get the students easy to understand in learning English especially in pronunciation and the design of the pocketbook is small size it means the students can bring the book whenever and wherever students will bring it. However, there a little suggest for the researcher, the explanation of the consonants sound doesn't make the students depth understand about it.

E. Evaluation

Based on the data, it could be concluded that the pocketbook could help the students in learning English especially in pronunciation. According to (Kelly:2000) he told there are three aspect needed by teacher to teach pronunciation for the student, one of them is *access to good ideas for classroom activities*[22]. By designing an English pocketbook, the students can get more easily to understand how the word

---

[22] Gerald Kelly, *How to Teach Pronunciation,* (Pearson Education Limited 2000) P. 13

should be pronounced, because the pocketbook is also equipped with barcode scan that were the video of explanation within. Besides, the teacher also using an application in teaching activities that is *pronunciation chart application* to show the phonetic symbol sounds. Therefore, all activities can support the teacher to teach students clearly. And with the attractive appearance could makes students' attention to read the pocketbook as well. They were interested in learning and they get motivations from the pocketbook. And the product of this research suitable to use the teacher in teaching English especially in pronunciation.