CHAPTER IV

RESULT AND FINDING

A. Needs Analysis

Needs analysis is carried out to overcome the problems that exist in learning English to determine the initial conditions of students. From this activity, the following data were obtained:

1. The lack of media used during online learning, students only learn through teaching materials in the form of files and worksheets that are photographed and sent via e-learning provided from the school but students find it difficult to access because they are constrained by signals and quotas, or through WhatsApp groups as another alternative to do learning. Therefore, teachers do not have the innovation to develop more flexible learning media that can be used anytime and anywhere by students.

2. The learning model used is still not effective because there are still many students who do not understand the material provided by the teacher.

3. Although learning has started face-to-face, it is still not effective because the portion of the English curriculum is only 30 minutes for one subject. This is not only complained of by teachers and students, but by parents of students as well.

4. The ability of students to accept and understand the material is different, so there are students who have difficulty understanding the material

5. Many students are not focused on learning during online learning. This can be seen from observations of students while

studying during the current of pandemic. As a result, students feel bored and only use their smartphones to play social media.

The conditions above greatly affect the learning outcomes achieved by students. Many students are able to achieve the minimum standard of learning completeness that has been determined, it means that the learning objectives are not achieved properly. Based on the analysis above, it can be concluded that English lessons are not effective, and it will be more interesting if the media used is more innovative which makes it easier for students to learn and can be used anywhere and anytime.

Based on the analysis of needs and conditions, and after going through the stages of discussion with the English subject teacher, the researcher will develop an interactive module for class XI English subjects at SMK Yanisba Boarding School Pontang.

B. Description of Product

The development of interactive module learning media products in class XI English lessons is designed according to the stages described previously. The results of the development of each stage include:

1. The determine of core and basic competencies

Core competencies and basic competencies are taken from the syllabus in the XI class of English subjects. Then the researcher discussed with the subject teacher to develop the material to be taken, while the material to be taken was about *active and passive voice.*

2. Designing materials and media

The media design was made by the developer, while the material design was carried out by the developer with an English teacher for class XI at the Yanisba Boarding School Pontang. The results of the design are as follows:

a. Material will be presented is active and passive voice.

b. Choose the material or content to be included in the media of interactive module, the material to be included is a summary of the material that students learn at school.

c. Choosing images and videos to be displayed in media of interactive module. animated images are taken from the tool used to create the module, namely Canva, while the videos are taken from YouTube media. then the developer combines the discussion of the results of the material, videos and quizzes using Kahoot media which is connected to the internet.

3. Media producing

Learning media using interactive digital module is developing in the form of learning media with PDF output which put the learning material and interactive quizzes or can also include a video link related to the material. As learning media has a production display image such as the following:

a. Cover view

When the user opens the PDF file, it will go directly to the cover page.
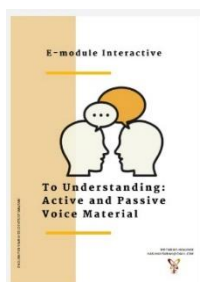
b. Table of contents view

On the page after the cover, the user will be shown a table of contents to find out what the components are in the file.
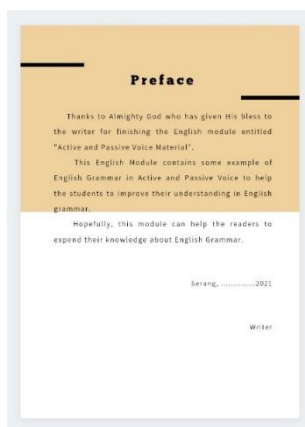

c. Preface

This preface the author made as a form of gratitude for the presence of God Almighty because by His grace the author was able to complete the creation of this e-module. hope this media can help students and teachers in the learning process.

d. Basic competencies and learning objective view
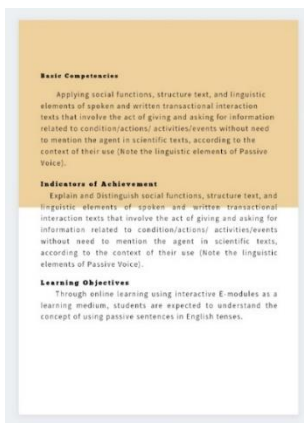
e. Keywords and introductory of learning

On this page the writer explains the content contained in the e-module (as an introduction) before the discussion material. On this page the writer mentions the components contained in the e-module such as material on active and passive voice, video examples related to the material, and practice questions (quiz) as evaluations for students.
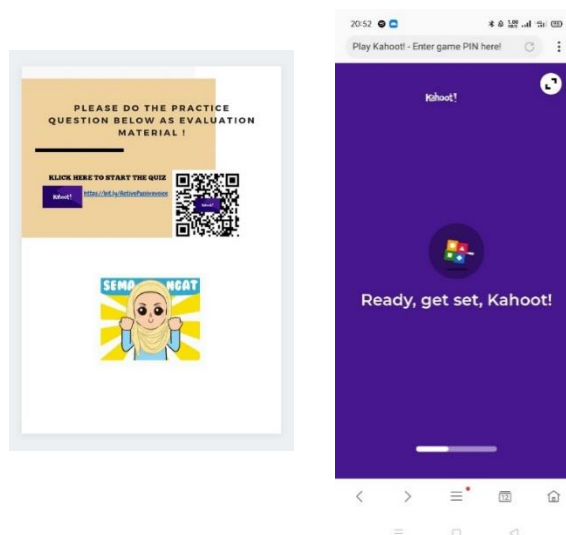
f. Contents material

   After the introductory page, the user will be presented
with a page that contains material that students can learn. This
section not only contains material in the form of text, but also
contains learning videos related to the material presented.
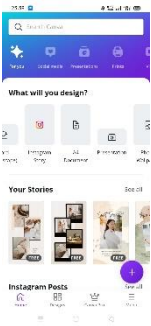
g. Workout view
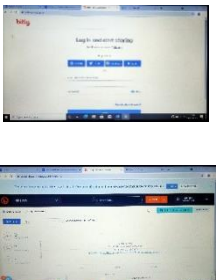
   On the page after the content material students going to the
quiz page as evaluation material.
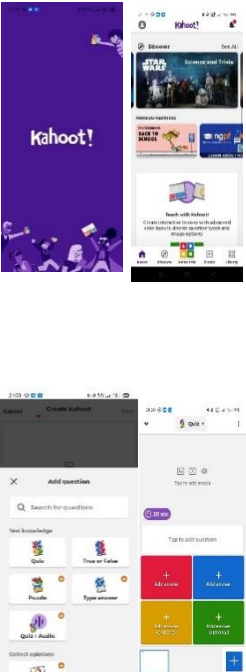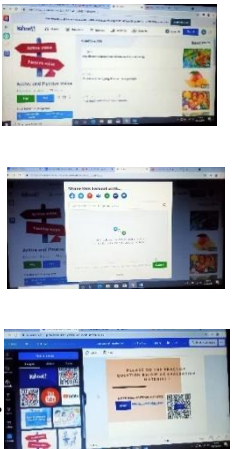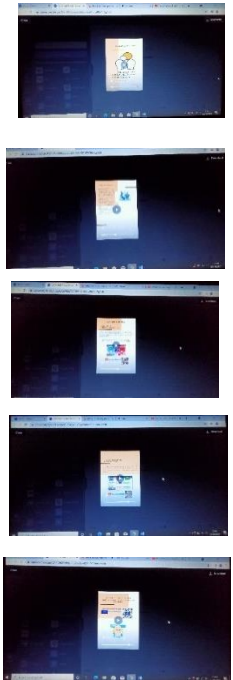
C. Media Creation Process

No.	Display	Description
1.		The first step in creating an E-module on the Canva application is that the developer must log in or register in the Canva application. the canva app can be accessed via the App or web (www.canva.com).
2.		After log in into Canva page, select the A4 design format because the media to be designed is a module.
3.		Select the template to use for product design.

4.		After selecting the template that will be used as the product design, then set the color as desired.
5.		Select the type of font that will be used for writing, the selection of font types can be used more than one type of font.
6.		Search or select an image or animation for product design for product design.
7.		We can also upload images to the Canva application for product design, how to find which image you will use then click Upload on the Canva icon, select the image to upload and upload the image.

8.		To add a material video to the product design, open the YouTube application then search for a material video related to the material to be presented, copy the URL link on the Canva page. The use of material videos can use videos that we have uploaded on YouTube or look for other people's videos.
9.		The selection of material videos can be done more than once, which means the developer can adjust the use of material videos as needed.
10.		In addition to adding a video link, we can also add a barcode of the selected video link. with following this steps: 1. Type QR Code in web search, 2. select QR Code Monkey (www.qrcode.monkey.com), 3. After the page appears, copy the video link or quiz in enter content page, 4. Add logo image to provide an image of the application used on the barcode, 5. Then click create QR Code and download barcode.
11.		After finish, upload the barcode in the Canva application and enter it on the material content page.
12.		The copied link to the material content page can be created using shortlink with the following: 1. Type shortnlink on the webpage, 2. click bitly URL Shortlink (bitly.com) 3. Sign in using email, 4. click "create" on the right corner of the page,

		5. Copy the link and edit the name of the link, 6. Click save and copy link
13.		On the last page in making the module there is a quiz or practice question for students using the Kahoot application, here's how to make it: 1. Open the Kahoot application on your smartphone or laptop 2. Sign in with e-mail 3. On the front page click "create" 4. Select the type of question 5. And make quiz questions
14.		After the creation is complete, the quiz can be shared and listed on the module page. create a barcode using qrcode.monkey.com, and edit the link at bitly.com.

15.		After all the material design sections are made, click the "preview" icon and see every page that has been created before downloading
16.		If the module creation is enough from each page, then download the module with PDF format. or E-modules can also be used by sharing a link from Canva.

D. Description of Expert Validation Results

After the development of the initial product design of the e-module learning media, consultations were carried out for product validation and revision with experts. Consultation on products to be tested with experts is carried out to get comments, suggestions and

approvals, so that the initial product design becomes a suitable learning media product to use.

Expert validation of this product was obtained from: (1) Dr. H. Abdul Muin, S.Ag.,M.M, as an English material expert (Lecturer of English at UIN Sultan Maulana Hasanuddin Banten), (2) Khaeroni, S.S.,M.Si, as a media expert (Chairman of the PGMI department at UIN Sultan Maulana Hasanuddin Banten). Suggestions and inputs from experts are used as guidelines to correct the deficiencies found in the developed e-module learning media. This is done to obtain the feasibility of the product if it is implemented on a wide scale. Inputs and suggestions from these experts are as follows:

1. Aspect of e-module is not yet prominent. It would be better for example, after user watches the video, the module provides a worksheet that asks various aspects of the video so this there is interaction between the module, the user and the video.
2. Need more interactive in video presentation.

a. **The data of validation expert material**

validation given by Dr. H. Abdul Muin, S.Ag.,M.M as an English Lecturer at UIN Sultan Maulana Hasanuddin Banten. Material experts use the product accompanied by the developer, so that the material expert can directly ask questions related to the product being developed and can directly provide input in the form of criticism and suggestions to the developer which will later be used as a guide for revising the product being developed. The assessment in this study used an assessment with a scale of 4. The data was obtained through a google form which was given to

material experts to assess the material contained in the product being developed. The results of the assessment of the material experts can be seen from the following table:

Table1.3. Material expert validation results (See attachment page)

No	Indicator	Component	Criteria	Answer	
				Score	Category
1.	Content	Instructional objectives	The materials are interesting for target user.	5	Very good
		Content of the material	The interactive digital module achieves the objective as media to increase student's comprehension in Grammar.	4	Good
			The content of the materials is flexible to be used in any situation and condition.	5	Very good
			The instruction of the materials is clear.	5	Very good

		Coverage of the material	The materials support students centered learning.	5	Very good
			The coverage of materials applies the student's comprehension in Grammar.	5	Very good
		Active and passive voice	The materials of active and passive voice are appropriate with student's ability.	5	Very good
			The examples are easy to understand.	5	Very good
			The link video and quiz are easy to access.	5	Very good
			Using of words are famous and simple than easy to understand.	5	Very good
2.	Level of difficulty	Activities the	The materials are easy to understand for target learner.	5	Very good

			The materials are appropriate with the material given.	5	Very good
			The product can add new insight to the learning process.	5	Very good
			The product got interest and motivation to learn for target learner.	5	Very good
Score total				69	
Average				$\bar{x}=\dfrac{69}{14}$ $=4.9$	Very good

From the assessment of each indicator above, it shows that the developed media has material that is in accordance with the curriculum, as evidenced by the score obtained, namely 5. While the of the material with basic competencies gets a score of 5, the clarity of the material presented gets a score of 5, easy of understanding the material gets a score of 5. In terms of presentation of the material, it gets a score of 5. The simplicity of the language used gets a score of 5, the suitability of the example with the material gets a score of 5 and the adequacy of practice gets a score of 5. The results of the convention on data validated by material experts show that the e-

module learning media developed has a very good category with an average score of 4.9.

b. The data of validation expert media

Validation given by Khaeroni, S.S.,M.Si as the head of the PGMI department at UIN Banten who is an expert in the media field. Media experts using the product are not accompanied by the developer because the validation process is carried out online. The developer sends the product and google form to the expert via WhatsApp. Experts provide feedback by filling out a google form to provide input in the form of criticism and suggestions to developers as a guide for revising the products being developed. The results of the assessment of the material experts can be seen from the following table:

Table1.4. Media expert validation results

No.	Indicator	Criteria	Answer	
			Score	**Category**
1.	Content	1. It is suitable for target user.	5	Very good
		2. The materials are interesting for target user.	4	Good
		3. It is relevance to English student levels.	5	Very good
		4. It is relevance to the language function targeted.	4	Good
		5. The product's helpful for	4	Very good

		the teacher.		
2.	Equipment	1. The size of the book is enough.	5	Very good
		2. The component of the book looks uniform	5	Very good
		3. The component of the is book clear	4	Good
		4. The book able to be understood easily	4	Good
		5. The link video and quiz are easy to access.	4	Good
3.	Media purpose	1. The media is easy to use	4	Good
		2. The use of the media able to attract the student more interactive during online learning	4	Good
		3. The use of media able to help the teacher for teaching during online learning	4	Good
		4. The purpose of the media uses able to be achieved	4	Good
Score total			60	
Average			$\bar{\text{x}}=\frac{60}{14}$ $=4.2$	Very Good

The results of each of the indicators above show that the media developed is good and is declared feasible to be tested. This is based on the assessment as outlined in the table above, where for the selection of the font type gets a score of 4, the media is easy to use gets a score 4, the component of the book looks uniform gets a score of 5, the component of the is book clear gets a score of 4, the book able to be understood easily gets a score 4, the size of the book is enough gets a score 5, the link video and quiz are easy to access gets a score 4, the use of media able to help the teacher for teaching during online learning gets a score 4, the purpose of the media uses able to be achieved gets a score 4, and The use of the media able to attract the student more interactive during online learning got a score of 4. The results of the convention on the data above show that the e-module learning media developed is in the very good category with an average score of 4.2.

E. Description of Result Trials

The trial was conducted 2 times, namely (1) Preliminary field test, and (2) Main field test. The purpose of the trial is to get responses and assessments from students on the developed media. The results of the trials of each stage can be seen in the following table:

Table 1.5. Result of Preliminary field test and Main field test

No.	Indicator	Score average		
		PFT	MFT	Average
1.	Attraction in interactive e-module design	4	4.33	4.16

2.	The ability of the module in presenting the material sequentially or systematically	4	4.25	4.12
3.	The material is easy to understanding	4	4.33	4.16
4.	The language used it is clear	4	4.33	4.16
5.	The ability of e-module media to increase students' learning motivation in online learning	4	4.5	4.25
6.	The use of e-modules that can be used anywhere and anytime	4.66	4.33	4.49
7.	The Benefits of e-modules as online learning media	4	4.66	4.33
8.	The suitability of pictures and videos in the discussion of teaching materials	4	4.58	4.29
9.	Simplicity and clarity of the language used	4	4.41	4.20
10.	Effectiveness of e-modules for students	5	4.25	4.62
11.	The choosing of font type and size	4.66	4.25	4.45
12.	E-module is Easy to use	4.33	4.16	4.24
13.	The size of font type	5	4.25	4.62

14.	The accuracy of color combination	5	4.41	4.70
15.	The language used is easy to understand	4	4.5	4.25
Total score average				4.34
Category				Very Good

The table above is the result of students' assessment of the media trials. indicators related to attraction in interactive e-module design 4.16, the ability of the module in presenting the material sequentially or systematically 4.12, the material is easy to understanding 4.16, the language used it is clear 4.16, the ability of e-module media to increase students' learning motivation in online learning 4.25, the use of e-modules that can be used anywhere and anytime 4,49, the Benefits of e-modules as online learning media 4.33, the suitability of pictures and videos in the discussion of teaching materials 4.29, simplicity and clarity of the language used 4.20, effectiveness of e-modules for students 4.62, the selection of font type and size 4.45, E-module is Easy to use 4.24, selection of font type and size 4.62, the accuracy of color combination 4.70, and the language used is easy to understand 4.25.

The results of the convention on the test results data above show that the learning media developed has a very good category with an average score of 4.34

For the trial was conducted in class XI pharmacy with a total of 17 students. but when it was implemented only 12 students took

part in the implementation. students are given achievement tests before (pre-test) and after (post-test) using the E-module media. this is done to determine the feasibility of the E-module media before it is used on a large scale. The test results can be seen in the following table:

Table 1.6. Pre-test and Post-test

NO.	Name of Students	Score	
		Pre-test	Post-test
1.	Nihayatul Fauziyah	4	7
2.	Kristinawati	7	7
3.	Novitasari	3	8
4.	Tatu Murdasah	0	10
5.	Tia Islamiyah	0	10
6.	Falla Kusuma	8	2
7.	Selfi Susilawati	2	8
8.	Maya Umiroh	0	10
9.	Fitri Fauziyah	7	5
10.	Rif'at Aaqillah	4	8
11.	Indri Septia Ningsih	6	8
12.	Deva Lestari	2	8
Score Total		43	91
Average		3.58	7.58

The results of the calculation of the t_{test}, the t-grade is obtained 2.78 while the t_{table} grade is 2.20 with ($\alpha = 0.05$) or $t_{test} \geq t_{table}$. The test decision is H_0 is rejected, so it can be

concluded that the pre-test and post-test scores of the test class are not the same. The average obtained in the post-test results is 7.58 which is better than the pre-test results of 3.58, so it can be concluded that there is an increase in learning achievement after students use the e-module media.

F. The Effectiveness of E-Module

For pre-test and post-test data collection was carried out in class XI pharmacy, pre-test data collection was carried out with an assessment from the teacher when teaching active and passive voice material. Then the researchers conducted teaching with the same material using the E-module media. Giving student achievement test to do the same practice questions between pre-test and post-test.

1. Item analysis

This step is to determine the quality of the items that will be used in the achievement test. the data taken is the data of the experimental results in class XI pharmacy. The number of questions tested is 10 items. From the analysis process using CORREL, it is known that the items are declared valid if $r_{count} \geq r_{table}$, because there are 12 respondents, r_{count} score is 0.576. That it was obtained that all the questions are valid, and it was concluded that the validity of the questions was categorized as good for testing.

After calculating the level of validity on the items on the Difficulty Level Test, which aims to find out which item numbers have the level of difficulty. Interpreted into 3 categories, namely, difficult, moderate and easy as follow:

Table 1.7. Interpretation level of difficulty as follows:

Level of difficulty (LD)	Category
LD < 0.30	Difficulty
$0.30 \leq LD \leq O.70$	Neutral
LD >0.70	Difficulty

From the result of counting, it can be described in item number 7 with an index of difficulty 0.33 with a difficult category. On items number 3 and 10 with an index of difficulty 0.75 with a Neutral category. and in item 1.2, the index of difficulty is 0.66, 4-6 levels of difficulty 0.66, 8 and 9 have an index of difficulty 0.50 in the neutral category. The calculation results can be seen in the table below:

Table 1.8. Category level of difficulty (See attachment page)

No	Score	Index of difficulty	Category
1.	8	0.66	Neutral
2.	7	0.58	Neutral
3	9	0.75	Easy
4.	8	0.66	Neutral
5.	8	0.66	Neutral
6.	8	0.66	Neutral
7.	4	0.33	Difficulty
8.	6	0.50	Neutral
9.	6	0.50	Neutral
10.	9	0.75	Easy

2. Normality Test

This test aims to see whether the variance of the class being tested (experimental) is normally distributed or not. Normality test was carried out by Lilliefors test. the results of calculating the normality test with a significant level of 5%. in calculating a variance can be said to be normal if $l_{count} < l_{table}$. and based on the results of the calculation, l_{count} is 0.180, which means it is smaller than l_{table}, which is 0.242. with this it can be concluded that sample comes from normally distributed population.

3. Effectiveness of test (t test)

The result of the t-test calculation is $t_{count} \geq t_{table}$ {t_{count}=2.78 t_{table}=2.20}. the test decision is H_0 is rejected, so it can be concluded that the two groups have different learning achievement results. The calculation result of the post-test score is higher with an average score of 7.85 while the pre-test score has an average score of 3.58 which is lower than the post-test average score. Thus, it can be concluded that the learning achievement achieved by using the E-module media is better than not using the E-module media.

G. Discussion

After carrying out several stages of validity and testing that have been described previously, the E-Module learning media is feasible to use, this can be seen from the average assessment in almost all stages showing results with very good categories. Based on observations during research, the E-Module media is considered to increase students' interest in learning English.

E-Module media feasibility test can be seen from the validation results of material experts and media experts, where the

average result of media expert validation is 4.2, and the average result obtained from material experts is 4.9. Assessments from media and material experts showed that the E-Module media was in a good category and was worthy of being tested. In the test on students, the average result of the preliminary field test and main field test assessments was 4.3, its mean that the E-Module media was also in the very good category.

From the results of item analysis using CORREL with a significant {$\alpha=0.05$ | $r_{table} = 0.576$} provided that the grade of r_{count} ≥r_{table}, it is declared valid. On item 1, the score of r_{count} is 0.606, then it is declared valid, item 2 is obtained with r_{count} of 0.599, then it is declared valid, item 3 is obtained with r_{count} of 0.585, then it is declared valid, item 4 is obtained with r_{count} of 0.612, then it is declared valid, item number 5 obtained with r_{count} 0.746 then declared valid, item 6 obtained r_{count} 0.625 then declared valid, item number 7 with the acquisition r_{count} 0.721 then declared valid, item 8 with the acquisition r_{count} 0.796 then declared valid, item 9 with the acquisition r_{count} 0.764 then declared valid, and item 10 by obtaining r_{count} 0.585 then declared valid.

E-module media is also able to increase the effectiveness of learning, this is shown by the average obtained by the post-test score of 7.85, this average grade is higher than the pre-test grade before using e-module media in learning but using books English text. The average value of the pre-test was 3.58. Thus, it can be concluded that the use of E-module media in field trials has met the very good category and it is suitable for use in teaching English for class XI pharmacy at Yanisba Boarding School Pontang Vocational School.

The use of e-module is very easy and flexible, because it can be accessed using a *smartphone* or *gadget* users. It can be used anywhere and anytime, which is one of the reasons why e-books are easy to accept. This is in line with research conducted by Roesnita Ismail and Zainab AN in a journal entitled *The Pattern of E-Book Use Amongst Undergraduates in Malaysia: A Case of to Know Is to Use*, which states that the positive rate for E-book services is around 70 %. Those who use E-books find that E-books are easy to use and their use is especially needed for writing assignments or project work. This is indirectly able to increase the effectiveness of learning.

From the discussion above, it can be concluded that the use of e-module can help students to learn both online and offline because it is easy to be accessed by users. E-module can also help teachers to carry out teaching as a learning medium. with learning conditions that are still not effective at this time, this media can be an alternative for student learning. Besides being easy to use, this media is also very easy to make, the teacher does not need to take a lot of time to make it.