CHAPTER I

INTRODUCTION

A. Background of the problem

Nowadays, technology is growing too fast. Technology plays an important role in various fields; one of them is in the education. The Application of technology in learning process one of them is using computer.

Today computer has different functions in the field of education and learning. Computer acts as a manager in the learning process which known as computer-managed instruction (CMI). And also the role of computer as additional help in learning; its utilization involves presenting information on the content of the subject matter, exercises, or both. This mode is known as computer assisted instruction (CAI). [1]

CAI is one of the interesting instructional media and improve student learning motivation. CAI helps students understand material and repeat the material repeatedly until they can master the material. CAI utilizes all of the computer's capabilities, comprising a combination of almost all media, namely: text, images, photos, audio, video and animation. All the media in a convergent

[1] Arsyad Azhar, *Media Pembelajaran* (Jakarta, PT Rajagrafindo Persada 2011), p. 96

(center) will support each other and merge into one medium of extraordinary ability[2]. The role of instructional media is very large in the learning process.

In learning process, there are many kinds of media can be used by the teacher such as book, tape recorder, video, slide, picture and computer. Fotonovela is a new media which is computer-based in the form of images and text that combine into one. The use of fotonovela in learning process can help teachers in conveying materials. As Parlanto and Ronald state that the fotonovela consequently has been used not only as a communication device, but a development tool, able to organize and engage people as well as teaching them.[3] In general, items that used in fotonovela are text and images. Researcher develops the media by adding audio items. There are some software to design fotonovela, one of them is using windows movie maker. Researcher will present the movie using autoplay media studio. So that the media is ready to be used as media in learning English, especially in listening process.

As a receptive skill, listening is an active process in which listeners needs attention to get information from what they hear. According to Nunan, "Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are "

[2] Bambang Warista, *Teknologi pembelajaran, landasan dan applikasinya*, (Jakarta: Rineka cipta 2008), p 137-138

[3] Parlanto, Ronald, *FOTONOVELAS AND COMIC BOOKS The Use Of Popular Graphic Media In Development, (Washington D.C, 1980)* P.2

creating the meaning" in their own minds." [4] It means that when the listeners pay attention of what they listened, they must comprehend the meaning and information from what they listened.

SMPN 02 Kamang Magek is one of the schools located in Kamang Mudiak Agam. The school was founded in 1981. Based on the pre-liminery research at SMPN 02 Kamang Magek on 20th April 2018, researchers conducted interviews with English teachers Mrs.Nila Suryani. During the interview the teacher admitted that the problems she faced while teaching were in the listening. Of all the English skills she taught, the students are the most difficult to be conditioned on the listening session. During the listening process many students did not show their interest so the resulted in their listening scores being low. From the KKM which is 75, only 2 to 5 students reach the KKM from 25 students. The teacher admitted that this is due to a lack of student interest in listening process. The English teacher said that in listening process she applied dictation method, and occasionally using audio.

In teaching English as a foreign language, the teacher must be creative. The teacher should use media especially for the fields that are least in demand by students. In this case, according to the teacher's admitted at the time of the interview, listening is a field that is not in demand by students. The role of the

[4] David Nunan, *Practical English Language Teaching (New York, McGraw-Hill Companies, 2003)* p 24

media is very important in attracting students' attention and making the learning atmosphere more enjoyable. According to Tafani, students and teachers should be able to use in their classrooms different media through different technologies. Media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, internet, etc, and tasks which develop reading, writing, speaking and listening skills.[5] It means that media is very appropriate in teaching English, included in listening learning process. The important one is teachers should use a variety of media in the classroom teaching and learning process.

Based on the problem above, teachers should use a media to attract the students interest in listening process. So, researcher was interested to develop media for listening at junior high school students who face the same problems. Media-based on technology in the form of audio, images and text are summarized into one, called fotonovela, is a new media designed computer-based. Therefore, the researcher are interested in making a study entitled ***"Designing And Developing Fotonovela Using Autoplay Media Studio For Listening Instructional Media To Junior High School Students."***

[5] Tafani, Vilma, teaching English through mass media, (Albania university Elbasan, 2009), P.81

B. Identification of problem

Based on the background of the problem above, the writer found some problems:

a. The students' listening score was low than the KKM.
b. The students do not interested in listening
c. The teacher occasionally use some media in listening

C. Limitation of the problem

Based on the problems above, the limit in this research is students' difficulties are caused by trouble with speed, the script is not familiar and limited of vocabularies. The researcher will research the use of fotonovela as a learning media on listening activities at eighth grade in SMPN 02 Kamang Magek.

D. Formulation of the problem

Based on the limitation of the problem above, the problem that would be formulated into the following questions :

a. What instructional media that used by the teacher?
b. How to develop instructional media for listening by using autoplay media studio?
c. How to measure the validity, effectiveness and practicality of the development instructional media in teaching listening at SMPN 02 Kamang Magek?

E. Purpose of the research

The purpose of the research were :

a. To find out the use of media in listening at second grade SMPN 02 Kamang Magek.
b. To describe the development of fotonovela media in teaching listening at second grade SMPN 02 Kamang Magek.
c. To find out the validity, practicality and effectiveness of fotonovela media at second grade SMPN 02 Kamang Magek.

F. Significant of research

This study is expected to be beneficial for English teacher, students, researcher, and Islamic state institute (IAIN) Bukittinggi.

a. English teacher

   This study can give information to the English teacher on the approach that can be used in teaching listening.

b. Students

   This study can give solution for students who have difficulties in comprehend what context in listening.

c. The researcher

   This research can give contribution to the researcher in getting experience in teaching of writing and it can be applied later in the field.

d. Islamic State institute of Bukittinggi (IAIN)

This study can give contribution to this college as an additional of educational literature and references.

G. **Definition of key term**

To avoid the misunderstanding about the title of this study, the writer will explain about the term in this title:

a. Listening skill is the students' ability to listen the listening materials as well as possible.

b. Fotonovela look like comic books but contain photographs instead of drawings. Because fotonovela combine pictures and everyday language, adult ESL learners can use them to communicate their thoughts and ideas

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature Of Listening

1. Definition of listening

Listening is one of the subjects studied in the field of language study. This skill can be improved by practice and there are many rewards to develop listening skill. It is an active process of receiving and responding to spoken (and sometimes unspoken) messages.

Nunan states that Listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as *receptive* or *productive.* Speaking and writing are the **productive** skills. Listening, along with reading, is a **receptive** skill. That is, it requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce.[6] It's mean that listening is not only hear the audio, but it's about comprehend the information. This statement also mentioned by Eli Hinkel on her book. According to her, "Listening refers to a complex cognitive process that allows a person to understand spoken language. Listening encompasses receptive, constructive, and interpretive aspects of cognition, which are utilized in both

[6] David Nunan, *practical English language teaching first edition*, (Singapore: The Mc-Graw-Hill Companies,2003), p.24

first language (LI) and second language (L2) listening. In LI acquisition for children, listening ability and cognition develop interdependently; as such, in normal hearing persons, listening as a specific skill is rarely given direct attention in LI education. In L2 development, more direct intervention is considered necessary, because in most cases the learner is acquiring a second language after cognitive processing skills and habits in the LI have been established. In L2 development, listening constitutes not only a skill area in performance, but also a primary means of acquiring a second language." [7]

In conclusion, listening should be a major area of concern to teachers and students of a second or foreign language; this is the concern of this chapter which tends to summarize what is essential to be known about the listening process as it relates to foreign language learning.

2. The principles of teaching listening

Principle 1: Encourage students to listen as often and as much as possible.

The more students listen, the better they get at listening - and the better they get at understanding pronunciation and at using it appropriately themselves. One of our main tasks, therefore, will be to use as much listening in class as possible, and to encourage students to listen to as much English as they can (via the Internet, podcasts, CDs, tapes, etc).

Principle 2: Help students prepare to listen.

[7] Eli Hinkel, *Handbook of research in second language teaching and learning*, (London, Lawrence Erlbaum associate publishers, 2005) P 503

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are *engaged* with the topic and the task and really want to listen.

Principle 3: Once may not be enough.

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time - and we may well want them to have a chance to *study* some of the language features on the tape.

In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it. The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is (see *Principle* 5) so that subsequent listening are easier for them. For subsequent listening, we may stop the audio track at various points, or only play extracts from it. However, we will have to ensure that we don't go on and on working with the same audio track.

Principle 4: Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students. Questions such as 'Do you agree with what

they say?' and 'Did you find the listening interesting? Why?' are just as important as questions like 'What language did she use to invite him?' However, any listening material is also useful for studying language use and a range of pronunciation issues.

Principle 5: Different listening stages demand different listening tasks.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task(s) may need to be fairly straightforward and general. That way, the students' general understanding and response can be successful - and the stress associated with listening can be reduced.

Later listening, however, may focus in on detailed information, language use or pronunciation, etc. It will be the teacher's job to help students to focus in on what they are listening for.

Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening text - and if they themselves have spent time choosing and preparing the listening sequence - then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of *study* before using the subject matter, situation or audio script for a new activity.

The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.[8]

In conclusion, when teacher following the principles of teaching listening, it can encourage students to take reaction in learning process.

3. Types of listening performance

According to Brown, there are four commonly identified types of listening performance.

a. Intensitive

Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

b. Responsive

Listening is relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

c. Selective

Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily tp look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items or stories). Assessment tasks in selective listening

[8] Jeremy Harmer, *How To Teach English 2nd Edition (*Oxford: Ocelot Publishing,2007), P133

could ask students, for example to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

d. Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist for the main idea and making inferences are all part of extensive listening.[9]

From the text above, there are some types of listening which can be used in the classroom. Every type of listening focuses on different function.

4. Listening technology

The widespread availability of audiotape, videotape, CD-ROMs, DVDs and internet downloads of sound and video files has vastly increased potential input material for language learning. Consequently, selection of the most appropriate input, chunking the input into manageable and useful segments, developing support material (particularly for self-access learning) and training of learners in the best uses of this input is ever more important (Benson and Voller 1997). The development of computerized speech synthesis, speech enhancement and speech-recognition technology has also enabled learners to 'interact' with computers in ways that simulate human

[9] H.Douglas Brown, *Language Assessment Principles and Classroom Practice* (2003) P. 120

interaction. Here also, the use of intelligent methodology that helps students focus on key listening skills and strategies is vital so that 'use of the technology' is not falsely equated with instruction.[10]

In summarizing, teaching listening using technology is good to help students to increase the process of learning.

5. The Difficulties in Listening

Anderson and Lynch present a graded language program in which they systematically varied aspects of the text which the learners heard and the tasks they were to perform. Anderson and Lynch suggest that, while a large number of factors are involved these fall into three principal categories.

1) The type of language
2) The purpose in listening
3) The context in which the listening takes place.

In a series of experiments Anderson and Lynch found that the difficulty of listening tasks was particularly by the following:

1) The organization of information (texts in which the order in which the information was presented matched its chronological sequence in real life were easier than texts in which the information was presented out of sequence).

[10] Ronald Carter & David Nunan, *the Cambridge guide to teaching English to speakers of other languages, (New York, Cambridge University Press, 2001)* P.13

2) The familiarity of the topic.
3) The explicitness and sufficiency of the information.
4) The type of referring expressions used (for example, use of pronouns rather than complete noun phrase referents made texts more difficult)
5) Whether the text described 'static' relationships (for example, geometric figures) or dynamic relationship (for example, a road accident).

From the explanation above, we know that there are some difficulties in listening learning that faced by learners.

B. The Nature Of Instructional Media

1. Definition of instructional media

Instructional media refer to the materials that support or aid the learning process and understanding of the concept. They can also be defined as those materials that aid the teacher in presentation of ideas or concepts to the learners in a learning environment. Bruner J pointed out that learners come to school with their own learning materials and thus it's the responsibility of the teachers to use what the learners has come with to effect learning. Learning materials should be drawn from the learners' experience. Homemade materials should be flexible and encourage preschool teachers to use their initiative to fashion materials to suit their individual needs. The materials should be less costly and remain both teachers and children that they

have the power to influence the environment through resourceful and inventive action.[11]

Instructional media have to balance with globalisasi, as Dash and dash state that teaching aids are those materials which are quite helpful in improving the quality of teaching and learning. These aids are supplementary devices by which the teacher tries to clarify doubts, teach new concepts/words, establish new ideas, make interpretations, ensure correct appreciation of facts, reteach and improve his instruction. [12]

Gerlack & Ely stated that media in general understood is human, material or events that build conditions that make students able to get knowledge, skills or attitude. In this sense, teacher, textbook, school environment are media. Understanding the media in the learning process tends to be interpreted as graph, photography, or elektronik to capture, process, and rearrange visual or verbal information.[13]

From the definitions above, it can be concluded that instructional media help teacher to deliver the materials effectively and easily and help students in learning process to understanding the materials easily.

---

[11] Bruner, J. (1996).Towards a theory of instruction, Cambridge :M.A. Harvard University press.

[12] Dash and dash, teaching English as an additional language (New Delhi; Atlantic Publisher & distributors, 2007), P122

[13] Azhar Arsyad, Media Pembelajaran (Depok; PT Rajagrafindo Persada, 2015) p 3

2. **Types of instructional media**

Three main types of media that are generally useful in all areas of the curriculum should be considered.

1) *Printed materials* include textbooks, pamphlets, programmed periodicals, other reading materials, and simulation games.

2) *Audio-visual materials* include sound and film resources such as motion pictures and television, realia and models of realia such as costumes and dioramas, pictorial resources such as photographs and sketches, graphic materials such as maps and diagrams, projectors and viewers for handling slides, tapes, and other media, and supplies and materials for making charts, slides, maps, and other items.

3) *Community resources* include locally available pronted and audio-visual resources materials, references, source materials, activity booklets,

4) Plus field trips, persons to interview, service projects, libraries, museums, reaction areas, and the mass media.

Special materials are needed in such areas of the curriculum as art, music, and physical education. Computer-assisted instruction and instruction via television are two aspects of instructional technology that merit continuing study and development. They should be viewed as components of a complete program of instruction, not as substitutes for other instructional media.[14]

[14] Gaudancio V.Aquino, *teaching models strategies and skills* (Manila; book store, Inc, 1997) P.104

C. Fotonovela media

1. Definition of Fotonovela

Fotonovela is a form of graphic story or novel consisting of images and text ballon dialogues. They were originally created as melodramatic love story in mexico, but later on have used to increase literacy (Emme, et al. 2006): health education (Wang & Burris, 1994- arzolla, 2012): amd as tools for immigrant youth to explore the challenges of adapting to a new culture (Emme, et al. 2006: Kirova & Emme, 2006: kirova et al, 2006). [15]

Fotonovelas are new media visual counter-stories that contribute to knowledge, action, and education by providing spaces for erased and silenced stories to be voiced and for the concerns, experiences, and knowledge of community members to be heard (Solórzano & Yosso, 2001; Solórzano & Yosso, 2002; Yosso, 2005; Yosso, 2006).[16]

There is no standardized methodology for developing, drafting, and publishing contents of fotonovelas. Each program creates and develops a

[15] Michael J. Emme & Anna Kirova, *Good Question: Arts-Based Approaches to Collaborative Research With Children and Youth*, (Canada: The Canadian Society For Education Through Art, 2017) P.194

[16] LeighAnna Grace Hidalgo, *Augmented Fotonovelas: A Visual Methodology for Community Engaged Research*,(UNIVERSITY OF CALIFORNIA Los Angeles, 2014) P.13

fotonovela according to the needs of their community, resources available, and distribution potential.[17]

Fotonovela as an instructional media is one of the tools to convey visual message in the form of pictures and writing. The pictures are scenes. In this fotonovela there are stories that carry learning material with images through several photos accompanied by dialogue. According to Parlato et al. (1977: 14) Fotonovela has uniformity with comics which contain messages that are equipped with pictures and illustrations. Fotonovela uses high-reality images in the form of photographs while comics use images with low reality because they are abstract images.[18]

According to Djohani et al, fotovela is a visual media that have a general characteristic, that are; easy to be create, an inexpensive media, accordance with the students emotion, easy to be prepare and to be use, and fotonovela is practical treatment.[19]

Fotonovela is very suitable for conveying material visually and realistically which is quite impressive. There are some considere in develop fotonovela;

---

[17] Beatríz Eugenía Satizábal Mafla, *Reshaping Fotonovelas in a Cultural Competent Healthcare System (*Vanderbilt University, 2018) p. 12

[18] *Pengembangan Media Pembelajaran Fotonovela Berbantuan Audio Materi Bunyi Untuk Siswa Tunarungu Smp Lb/Mts Lb*, Ridho Adi Negoro / Unnes Physics Education Journal 6 (2) (2017)

a. The important things in developing the story must be clearly, many objects or circumstances that are too complicated must be avoided in one photo. Each scene must be maintained.

b. Retrieving long distances and short distances must be mixed and combined effectively to prevent a monotonous visual appearance.[20]

Based on the meanings above, it can be conclude that fotonovela is a media in learning activities that help students to understand through a series of real photographs in accordance with the themes taught.

1. Fotonovela in listening

In listening learning process, there are two kinds of media that will researcher use ase develop. They are audio and pictures.

1) Audio

The way to get audio is by recording the text that is according to Silabus and materials that will teach by the teacher. The other way to get audio is download the audio in internet such us visiting listening site.

2) Picture

In design fotonovela, researcher use picture that was taken by researcher, but teacher can get the picture by browsing on the internet.

[20] Mr. Satyen Mitra, dkk., *Pengembangan dan Produksi Sarana Belajar Untuk Aksarawan Baru (Pelengkap atau Suplemen Paket A)*, Terjemahan Ilya Moeliono, (Lembang: Balai Pengembangan Kegiatan Belajar Jayagiri, 1986), hlm. 65

D. Autoplay Media Studio

Autoplay Media Studio 8 is a software that use to create instructional media that integrates various media such as images, sounds, films, web pages, flash files and text in a single project. With a variety of features, Autoplay Media Studio can be used for:

1) Development of multimedia applications
2) Computer Based Training (CBT) Application
3) Autorun program.
4) Presentation
5) e. Etc

Autoplay Media Studio 8 can work on Windows XP, Windows 7, Windows Vista, or Windows 8. In order for PDF and QuickTime features to work properly in Auto Media Study 8, the Acrobat Reader 8 and QuickTime software must be installed first.

In this research, researcher will design and develop fotonovela using autoplay. To support this design, researcher use other software to software to support the develop of fotonovela:

a. Windows Movie Maker

Windows Live Movie Maker (or Movie Maker for short) helps to organize and edit photos and videos (whether from a digital video recorder or even a mobile phone) and create a larger, more polished, and professional looking video. Movie Maker allows user to crop photos, edit videos, and add

music and narration: all the things that make a great video.[21] So, researcher use this software to organize the audio and photos to make fotonovela.

b. Adobe photoshop CS 5

Adobe Flash CS5 is a software which contains all the necessary equipment. Starting from the features of drawing, illustration, coloring, animation, and programming. Users can design images or objects that we will animate directly in Flash. So that, the researcher use adobe photoshop to add a text to a photo.

E. Media evaluation

Azhar Arsyad mentions that the aims of media evaluation are:

a. To know whether the media is effective or not.
b. To know whether the media can be repaired or improved.
c. To decide whether the media is cost-effective based on students' achievement in learning.
d. To choose the appropriate media used in the teaching and learning process in the classroom.
e. To know whether the teaching materials can be delivered by this media well.
f. To measure teachers' ability in using teaching media.

[21] James Floyd Kelly, Getting Started With Windows Live Movie Maker, (New York, Paul Manning, 2010) P.9

g. To know whether the media can give contributions on students' learning achievement.

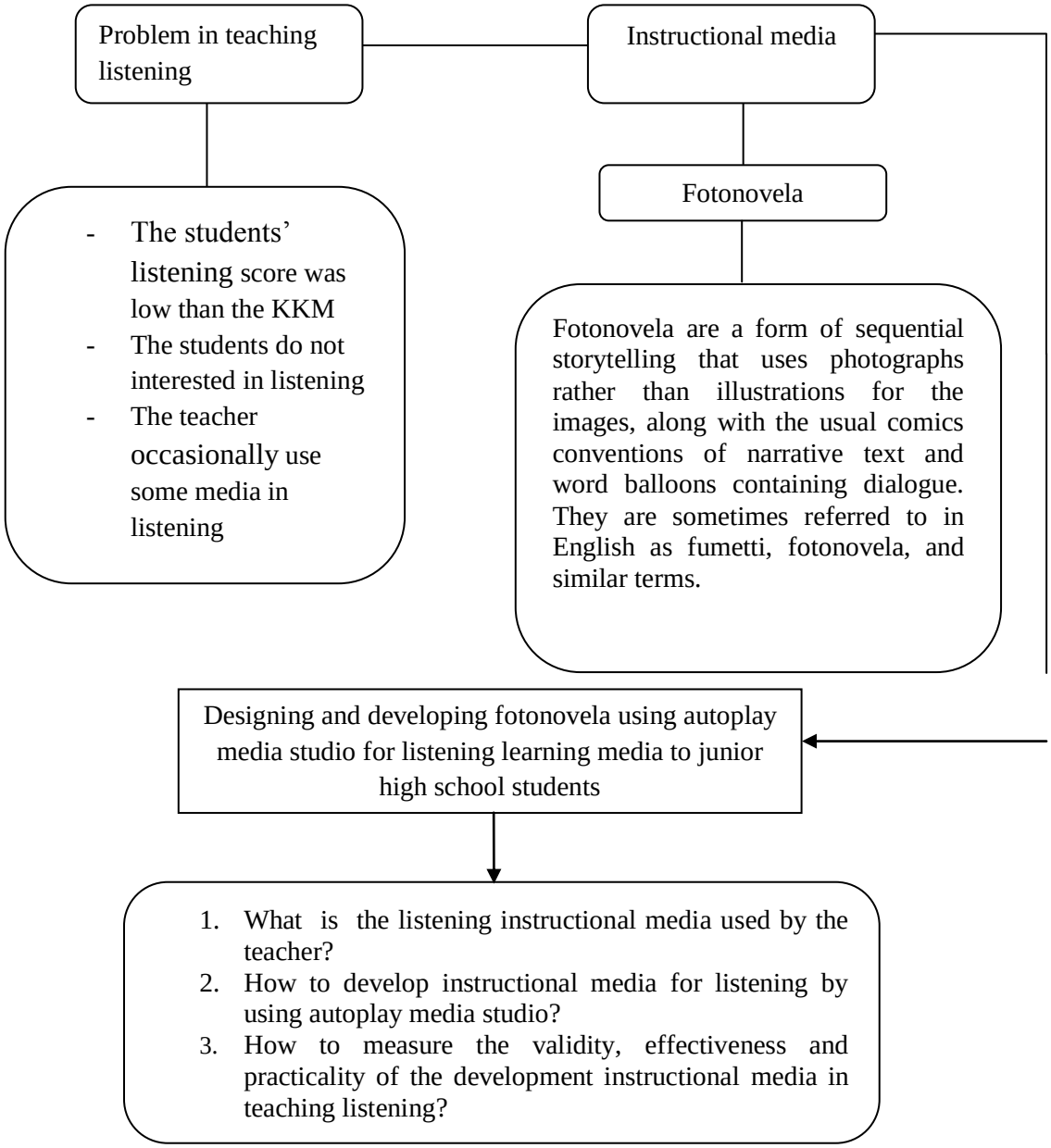
h. To know the students attitudes toward the media.[22]

It can be summarize that media evaluation is importance to measure the effectiveness product. So, before the media is used, teacher should that media is useful or not.

[22] Arsyad Azhar, media pengajaran (Jakarta: PT Rajagrafindo persada, 1997) p174

F. **Conceptual framework**

In this research, the conceptual framework could be described as



From the display, it can be seen that there were problem in teaching listening. They are the students' listening score was low than the KKM, the students do not interested in listening and the teacher occasionally use some media in listening.

Media is very important in learning process to make the learning more enjoyable. Researcher will develop a media namely fotonovela. Fotonovela is a new media consists of image and text. The media can used in listening process by adding the audio. There are some software to make fotonovela such as power point, Microsoft word, flash art and windows movie maker. In this occasion, researcher use windows movie maker to combinate the audio and text. To combinate all of the material, researcher used autoplay media studio software.

In this research the researcher designed and developed the media to answer the question of formulation of the problems; What is the listening instructional media used by the teacher? How to develop instructional media for listening by using autoplay media studio? How to measure the validity, effectiveness and practicality of the development instructional media in teaching listening?

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The method use in this research is Research and Development (R&D). There are some definitions about according to experts. Currently, R&D has been giving a great impact on education innovation and innovation in education. R&D has introduced a technology-based education that producing the "e-learning", "virtual learning" that changes the paradigm and the learning process. Now, Learning is not longer tied to traditional classes of very limited space and time. [23]

According to Sugiyono, R & D is a research method which used to produce a specific product and test the effectiveness of the product. [24] According to Gay, Mills, and Airasian R&D not to formulate or test theories, but to develop effective products for use in all schools. Products was produced by R&D include: training of teachers, teaching materials, a set of objectives, the material behavior of the media, and management systems. [25]

Richey and Klein calls the R&D as a design and development research which has been defined as the systematic study of design, development and

---

[23] Nusa Putra, *research dan pengenmbangan* (PT RAJAGRAFINDO PERSADA, Jakarta; 2012) p 27-28

[24] Sugiyono, metode penelitian pendidikan; pendekatan kuantitatif, kualitatif dan R&D (ALFABETA, Bandung, 2016) P 407

[25] Emzir, metode penelitian pendidikan kuatitatif & kualitatif (PT RAJAGRAFINDO PERSADA, Jakarta, 2008) 263

evaluation processes with the aim of establishing an empirical basic for the creation of instructional an noninstructional products and tools and new or enhanced models that govern their development.[26]

The procedure of this research is ADDIE model. There are five stape in ADDIE model; analysis, design, development, implementation, and evaluation.

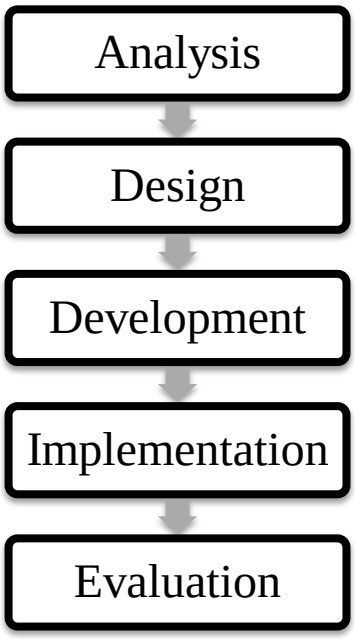


Figure 1 ADDIE Model
Sources: Fenrich Peter, Practical Principles of Instructional Design, Media Sekection, and Interface design: with a focus on Computer-Based Training/Educational Software

[26] Emzir, Metode penelitian…….. P 264

a. *Analysis.* During the analysis phase, educators gather more information about the knowledge, skills, or attitudes the learner needs to attain and what needs to be taught to accomplish this learning. It is also important to thoughtfully weed out extraneous information that does not need to be taught to attain the educational goal, thus better focusing time and resources on essential learning needs. This, in turn, enhances the learners' engagement as they are learning truly applicable information.
b. *Design.* After the analysis phase comes the design phase where educators create an overall blueprint of how the instruction will be delivered. This includes choosing the optimal method(s) of instruction and creating useful, action oriented learning objectives to guide the learning.
c. *Development.* After choosing the method(s) of instructional delivery and creating the learning objectives in the design phase, the development phase consists of creating and organizing the actual learning material that will be used during instruction. Here, educators take the map or overview created in the design phase and think through, step by step, how to practically deliver each feature of this instruction.
d. *Implementation.* After thoughtful analysis, design, and development, the instruction must then be implemented or delivered. Educators who wish to implement long, complex courses using a large group of instructors might want to run through a beta test first. Here, a few participants, learners and instructors, run through the course slowly before implementing it,

providing feedback after each step in the process and working out unforeseen practical difficulties. This process, while thorough, can consume much time. Alternatively, a pilot test can be administered where part of the instruction is given to a smaller group in real time, just as it would be given to the whole group. Then, problems in implementation, especially time limitations, can be discovered and corrected.

e. *Evaluation.* Earlier, during the performance analysis, tools to evaluate the effectiveness of the instruction should have already been considered and selected. Either during or after implementing the instruction, these tools should now be utilized to determine if the program of instruction is achieving its intended goal and what, if any, changes are required to improve the program. In addition to the summative feedback, formative feedback can and should be collected throughout the program of instruction to enable incremental improvements. [27]

B. Product Testing

In this research, researcher will test the product with the aim knowing the weakness and strengthen the media. There are 3 classes of the second grade of SMPN 02 Kamang Magek. To test the media, researcher choose one class randomly. In testing the media, class VIII[1] which consist of 25 students will be

[27] Lawrence Cheung, Using the ADDIE Model of Instructional Design to Teach Chest Radiograph Interpretation, Hindawi Publishing Corporation Journal of Biomedical Education Volume 2016, Article ID 9502572, 6 pages http://dx.doi.org/10.1155/2016/9502572

the testing class. This media will be used by the English teacher of that class, namely Ms Nila Suryani S.Pd.

Table 3.1: Number of Students of Class VII Middle School 2 Kamang Magek Academic Year 2017/2018

Class	Number Of Students
VIII[1]	25
VIII[2]	26
VIII[3]	25
Total	76

Sources : Administration of SMPN Kamang Magek

C. Instrument of the research

1. Questionnaire

Questionnaire is a relatively popular means to collecting data. It enables the researchers to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers' journals, he transcripts of oral language. Questionnaire items can be relatively closed or open ended. An open item is one in which the subject can decide what to say and how to say it. While responses to closed questions are easier to collate and analyse, one often obtains more useful information from open questions.[28] In the questionnaire the researcher use closed questionnaire in which there are

[28] David Nunan, research methods in language learning (New York, Cambridge university press, 1992) P. 143

questions that have been prepared by the researcher. The researcher uses validity questionnaire for the expert and practicality questionnaire for experts of the subjects and the teacher as respondent

2. **Test**

The main requirement of the test are validity and reliability, as explained below:

1) Validity

Validity test was used to discover whether a test measure accurately. According to Amirul Hadi and Haryono, the test can be validated if it exactly and truly measure what should be measure.[29] To measure the validity of the instructional media, the researcher give validation sheet to lecturers as an expert and also the researcher will consult with advisors.

2) Reliability

Reliability refers to consistency of a measure. A test must be consider reliable if we get the same result repeatedly. Technically, reliability shows the extent to which the test scores are from errors of measurement. Gay says that reliability is the degree to which a test consistently measure whatever it measure.[30] It means that if the test are given to the

[29] Amirul Hadi-haryono, *Metodologi Penelitian Pendidikan* , (Bandung, Pustaka setia,) p.140
[30] L..R Gay, *Educational Research: Competencies of Analysis and Application,* (Singapore: Merril, 1990), P.140

same students in different time the result should be consistent and trusted.

3. **Technique of Data Analysis**

In this study the researchers carried out product tests on the products that the researchers produced, the product tests carried out were:

a. Test the validity

1) Give a score of answers to each indicator with a Likert scale criteria:

1 = very less

2 = less

3 = enough

4 = good

5 = very good

2) Determine the number of scores for each validator by adding up all the scores obtained from each indicator, done by the formula[31]:

$$N = \frac{BP}{BM} x100\ \%$$

Explanation:

N: is the value obtained

BP: is the maximum score from the questionnaire given

[31] Sugiyono, *Metode Penelitian kuantitatif, kualitatif dan R&D*, (Bandung, Alfabeta, 2012)

BM: is the maximum weight for each statement item in the questionnaire.

3) Calculation of the final validation data value using the Likert scale criteria[32]:

Tabel 3.2 the validity test of product

Presentase	Criteria
0-20	Not valid
21-40	Less valid
41-60	Enough valid
61-80	Valid
81-100	Very valid

(Sanova in Sugiyono, 2014)

b. Practicality Analysis

Practicality analysis that will conduct to the product as response of English teacher and students as the subject in this research. The formula of practicality that suggested by Sugiyono, as the following :[33]

$$P = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

[32] Sanova Aulia *Learning Management System (LMS) Sebagai Aplikasi Pengembangan Materi Interaktif Pokok Bahasan Daur Biogeokimia Berbasis Computer Assisted Instruction* https://doi.org/10.22437/chp.v3i1.5078 Chempublish Journal Vol. 3 No. 1 (2018)

[33] Sugiyono, *Metode Penelitian Kuantitaif, Kualtitatif dan R&D*, (Bandung, Alfabeta,2012)

The result from the practicality then measures by using qualitative criteria as follows[34] :

Score	Criteria
0% - 20%	Not Practical Very Much
21%- 40%	Not Practical
41%-60%	Less Practical
61%-80%	Practical
81%-100%	Very Practical

(Sanova in Sugiyono, 2014)

c. Effectiviness Analysis

After getting the pre-test, the researcher analysis the scores by using the formula suggested by Sudijono as follows :[35]

$$\text{Mark} = \frac{\text{Obtained Score}}{\text{Ideal Maximum Score}} \times 100\%$$

Mark : Student's mark

Obtained Score : Student's Correct Answers

Ideal maximum score: total items that should be answer correctly

Then, the researcher analyzes the data for both pre-test and post-test by using t-test formula, as the following descriptions: Two Means Score test :

$$t_o = \frac{\bar{d}}{\frac{s_d}{\sqrt{n}}}$$

[34] Sanova Aulia *Learning Management System (LMS) Sebagai Aplikasi Pengembangan Materi Interaktif Pokok Bahasan Daur Biogeokimia Berbasis Computer Assisted Instruction* https://doi.org/10.22437/chp.v3i1.5078 Chempublish Journal Vol. 3 No. 1 (2018)

[35] Sudijono, Anas, Pengantar Evaluasi Pendidikan, (Jakarta : PT. Raja Grafindo Persada, 2009) p.318

Explanation of the formula:

$\bar{d}$ = means score from d value

s_d = Standar deviation from d value

n = The total of students

t_o= Distribution of db=n-1

The criteria :

1. H_o accepts if t-observes < t-table
2. H_o rejects if t-observes > t-table

One Means Score Test :

$$t_o = \frac{\bar{x} - \mu_o}{S_{\bar{x}}}$$

$$t_o = \frac{\bar{x} - \mu_o}{\frac{S}{\sqrt{n}}}$$

Ho : $\mu o = 70$

Ha : $\mu o > 70$

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter will explain about the data description of this research and answer the formulation of problems which were stated in chapter I. The researcher use Research & Development (R&D) design with version of ADDIE (Analysis-Design-Development-Implementation and Development). The explanation of each stage could be seen below.

1. Analysis

Problem analysis is the stage that must be done before designing instructional media. In this stage researcher analyze components which are needed in design, such as syllabus, material and software.

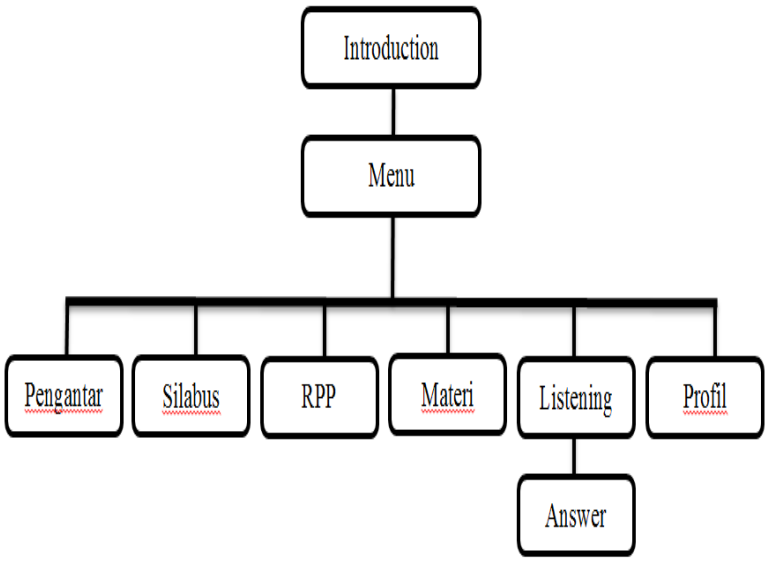
Before making the media, researcher interview the teacher about what was teacher's need to make the teaching and learning process run well. Based on the information gotten, the teacher need the latest media and able to increase the attractiveness of students in listening process. Teacher admitted that student's score in listening was low than other skills. Researcher assumes that phenomenon was the way of teaching listening was monotonous.

From the information, researcher was interested in developing new instructional media for listening, namely fotonovela media. To make the

media, researcher have to make the material according to the curriculum that would be taught in eighth grade. The material selected was invite person.

2. Design

In design fotonovela media, researcher needs several components. They were hardware (laptop) and software components (adobe photoshop CS 5, windows movie maker and autoplay media studio). The main software is autoplay media studio to combine multimedia. The structure navigation is as follow:



3. Development

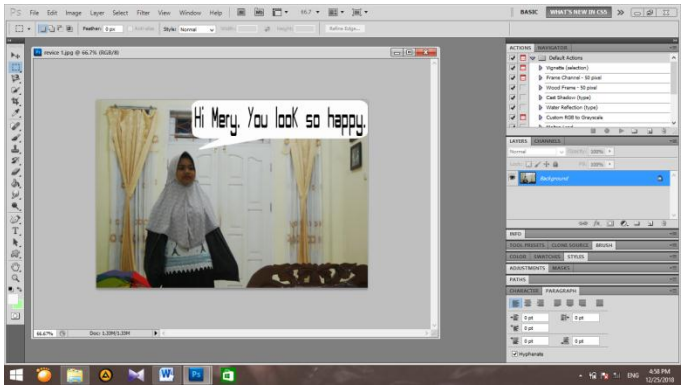
In ordinary, fotonovela consists of image and text. In this research, researcher developed the media by added the audio. So that media able to be used in listening.

In development process, researcher make the media and get review from experts. To make the media, there are material collecting process (images, audio, text), and assembly. Below was the the design of fotonovela media:

a) Adobe photoshop CS5

Adobe photoshop CS 5 used to combine image and text.





b) Windows movie maker

This software used to make fotonovela by adding audio.



c) Autoplay Media Studio 8.0



Figure 4.1 , Introduction

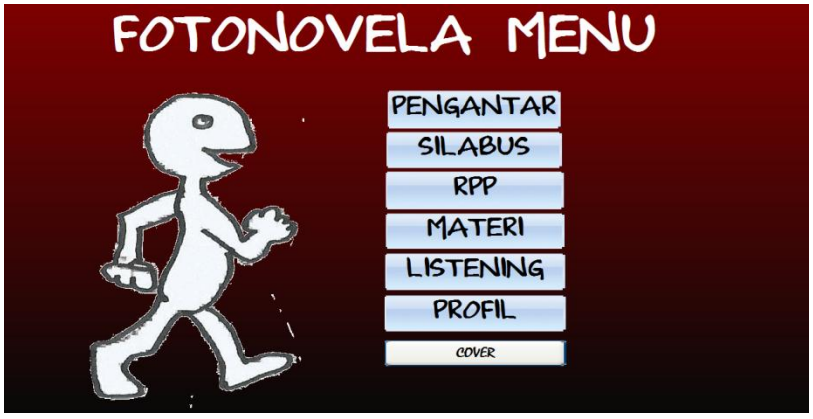


Figure 4.2 , Main Menu

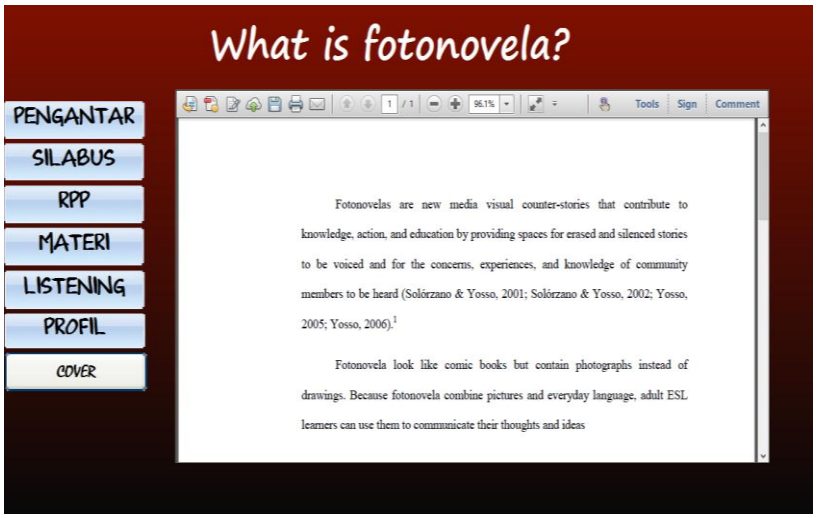


Figure 4.3 pengantar

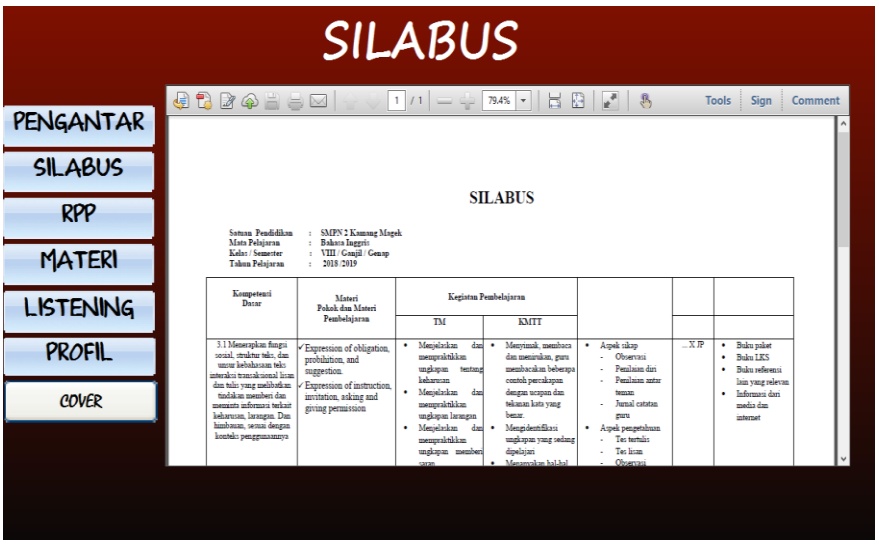


Figure 4.4 Silabus

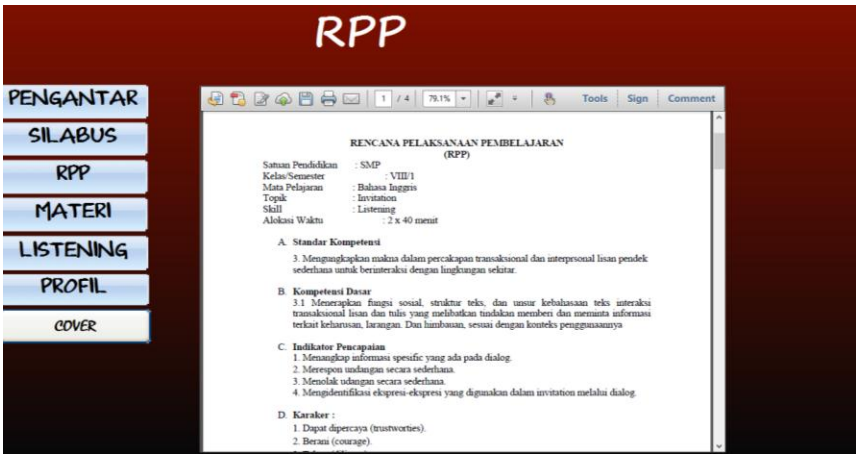


Figure 4.5 RPP

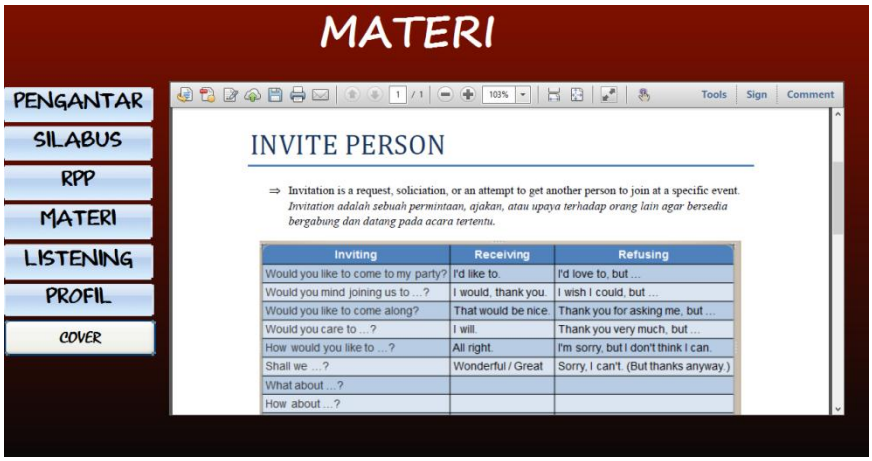


Figure 4.6Materi



Figure 4.7 Listening



Figure 4.8 Answer



Figure 4.9 Profil

4. Implementation

In this stage researcher test the media. Before test the instructional media, the researcher did pre-test to the students. In this session students follow the listening process as the teacher usually did, dictation. The result that researcher gotten was the student's ability in listening didn't reach KKM (75), see the data in page 55-58. This all has been told by the subject teachers when the researchers conducted research pre-limineries. After that, the next day the researcher conducted a post-test. In this session students were again confronted with the same material in which this session used the media. On the post-test many students have written their answers and they look enthusiastic in listening process using fotonovela

media, and the result was many of students reach KKM, see the data in page 55-57.

From the phenomenon above, it can be concluded that fotonovela media was effective media for teaching listening. It make students seem enthusiastic to follow the process.

5. Evaluation

Although has been implemented effectively, this media still need an evaluation. Based on researcher's research the instructional media need to be improved such as, clearer about the font, speaker should speak louder and better in intonation.

After conducting the research, researcher find some strength and the weakness of fotonovela. The strength of fotonovela was:

a. The learning process was more interesting
b. Students participation in listening process is better than before.
c. Utilization in teaching and learning activities is easier.
d. Easy to get it.

The weakness of fotonovela was:

a. Fotonovela doesn't work without any facilities, such as laptop, LCD and speaker.
b. Students less active in learning process.

So, with all the weakness researcher suggest to the next researcher to make an improving in teaching listening. So the media will be more valid, practical and effective to be used.

B. **Explanation of validity, practicality, and effectiveness**

1. Validity

The aim of validity is to measure the product. Researcher gave validation sheet to experts, they are Ms Desi Ratna Sari, Ms Gusnita Darmawati,S.Pd , M.Kom, and Ms Novi Sri Ningsih, S.Pd. Based on validation sheet, fotonovela media was valid and it can be used to teach listening in the junior high school. The result of validity analysis from validators can be seen in the table below:

Table 4.1 The analysis of validity product

No	Assessment aspect	Indicator	Assessment			Score	Percentage	explanation
			1	2	3			
1	Reliability of the media	1	3	4	4	11	73	Valid
		2	4	4	4	12	80	Valid
		3	4	4	5	13	87	Very valid
2	Usabilitas of the media	4	4	5	5	14	93	Very valid
		5	4	4	4	12	80	Valid
3	Aspect of instructional media	6	3	4	4	11	73	Valid
		7	4	4	4	12	80	Valid
		8	3	4	3	10	67	Valid
		9	5	5	5	15	100	Very valid
		10	4	5	4	13	87	Very valid
4	View of the media	11	3	4	3	10	67	Valid
		12	5	4	5	14	93	Very valid
		13	5	4	4	13	87	Very

								valid
		14	4	3	4	11	73	Agree
5	Maintainable	15	5	5	5	15	100	Very valid
		16	4	4	4	12	80	Valid
SUM		16	64	67	67	198	1320	
MEANS SCORE						12.4	82.5	

From the data above, it can be concluded that indicator 9 about the picture (*gambar pada fotonovela dapat dilihat dengan jelas*) and 15 about material collecting (*Bahan dari fotonovela mudah didapatkan)* was the higher score with the explanation was strongly agree. On the other hand, indicator 8 about the speaker intonation (*intonasi speaker jelas dan tepat)* and 11 about the font *(huruf/kata dalam fotonovela jelas dan mudah dibaca*) was the lowest score, so it's need to be improve to make the media will be better. The mean score of the product was 82.5%. So that product has achieved the validity.

2. Practicality

To get the data of the practicality, researcher gave questionnaire sheet to the teacher of second grade at SMPN 02 Kamang Magek, namely Ms.Nila Suryani,S.Pd. From the sheet result, the fotonovela media was practical to be used. The result of practicality can be seen below:

Table 4.2 The Analysis of practicality product

No	Assessment aspect	Assessment	Percentage	Criteria
1.	**Tampilan**			
	Teks dapat terbaca dengan baik	3	60 %	Less practical
	Proporsional layout	4	80%	Practical
	Kesesuaian pemilihan background	3	60 %	Less practical
	Ukuran teks dan jenis huruf dapat terbaca	3	60 %	Less practical
	Warna dan gambar mendukung	3	60 %	Less practical
	Daya tarik media	5	100	Very practical
2	**Isi**			
	Kesesuaian gambar dengan materi	4	80%	Practical
	Kejelasan struktur materi yang disajikam	5	100 %	Very practical
	Ketepatan penggunaan bahasa	5	100 %	Very practical
3	**Kemanfaatan**			
	Meningkatkan motivasi	4	80%	Practical

	siswa dalam proses belajar			
	Media fotonovela dapat membantu keterlaksaan pembelajaran dengan efektif	4	80%	Practical
	Siswa dapat menyelesaikan latihan yang diberikan dalam pembelajaran listening	4	80%	Practical
SUM		**47**	**940 %**	
MEANS SCORE			**78.33 %**	**Practical**

From the data above, it can be concluded that there were 4 statements that got the lowest score, that was 3. The statements about the presentation (*Teks dapat terbaca dengan baik, kesesuaian pemilihan background, ukuran teks dan warna*). On the other way, there were 3 statements that got the higher score, that was 5. The statements about the effort (*daya tarik media*) the materi (*kejelasan struktur materi*) and the language (*ketepatan penggunaan bahasa*). of the means of practicality was 78,33%. It means that fotonovela media is practical.

3. Effectiveness

To get the effectiveness of the product, researcher gave a test to the students of SMPN 02 Kamang Magek at second grade. There are pre-test

and post-test. In the first meeting teacher did listening like usual, that is using dictation. The result of the score of pre test can be seen below:

Table 4.3 The students's score in pre-test

No	Students code	Total items	Score
1	AA	5	65
2	AP	5	45
3	AS	5	40
4	ASR	5	65
5	DA	5	35
6	DN	5	55
7	FA	5	60
8	FH	5	50
9	GF	5	65
10	H	5	55
11	JS	5	60
12	KA	5	75
13	L	5	60
14	MAA	5	50
15	MI	5	45

16	MJM	5	35
17	MR	5	55
18	MMP	5	65
19	NA	5	60
20	N	5	65
21	RP	5	60
22	SA	5	45
23	SR	5	80
24	ZS	5	85
25	ZP	5	45
TOTAL SCORE			1420
MEAN SCORE			57
STANDAR DEVIASI			12.81
VARIANCE			164.33

From the data above, it can be seen that students score on listening was low. There were 25 students of pre test, the lower score is 35 and the higher score was 85. The total score was 1420 and means score was 57.

In other meeting, teacher did listening learning by using fotonovela media. The result of post test can be seen below:

Table 4.4 The Students' score in post test

No	Students code	Total items	Score
1	AA	5	80
2	AP	5	70
3	AS	5	65
4	ASR	5	85
5	DA	5	60
6	DN	5	75
7	FA	5	80
8	FH	5	75
9	GF	5	75
10	H	5	70
11	JS	5	70
12	KA	5	95
13	L	5	80
14	MAA	5	75
15	MI	5	65
16	MJM	5	60
17	MR	5	70
18	MMP	5	80

19	NA	5	75
20	N	5	75
21	RP	5	75
22	SA	5	70
23	SR	5	90
24	ZS	5	95
25	ZP	5	60
TOTAL SCORE			1870
MEAN SCORE			75
STANDAR DEVIASI			9.62
VARIANCE			92.667

From the data above, it can be concluded that there were 25 students on post test. The lower score was 60 and the higher score was 95. The total score was 1870 and the mean score was 75. So it can be stated that the students score on listening better than pre test.

Then researcher analyze the effectiveness of product by using two means score. The result can be seen below:

Table 4.5 The students' score on pre test and post test

Class		Score	
		Pre test	Post test
VIII[1]	Total score	1420	1870
	Means score	57	75
	Standard deviation	12.81	9.62
	variance	164.33	92.667

a. Analysis of the data

There were two kinds of the data analyzed: pre-test and post-test. After getting the main score and the standard deviation both of test, then researcher got t_{obtain} . The formula was below:

$$t^{\circ} = \frac{\bar{d}}{\frac{sd}{\sqrt{n}}}$$

$$\bar{d} = \sum \frac{d}{n}$$

$$= \frac{450}{25} = 18$$

$$sd = 5.59017$$

$$t^{\circ} = \frac{18}{\frac{5.59017}{\sqrt{25}}}$$

$$t^{\circ} = \frac{18}{\frac{5.59017}{5}}$$

$$= \frac{18}{1.118034}$$

$$= 16.1$$

By using t 0.05 with d*f* 24 (n-1) was found t-table 2.064 . $t_{obtained} > t_{table}$ = 16.1 > 2.064. From the calculation, it was found that $t_{obtaine}$ was higher than t_{table}. It means that the differences between pre-test and post-test was significant.

b. Testing the hypothesis

After researcher got the score of pre-test and post-test, the hypothesis was needed:

Ha: there is a significant effect of using the development of using fotonovela media.

Ho : there is not significant effect of using the development of using fotonovela media.

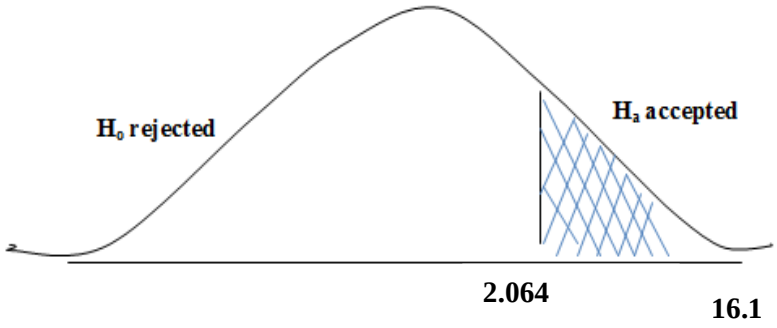
To measure whether the hypothesis was accepted or rejected, researcher used the formula:

$t_{obtained} > t_{table}$, it means Ha is accepted and Ho rejected

$t_{obtained} \leq t_{table}$, it means Ha is rejected and Ho is accepted.

The data were gotten to prove the hypothesis were analyzed by using t-formula to find the value of the $t_{obtained}$. It was found that $t_{obtained}$ was 16.1 and t table for degree of freedom (df) = 25-1 = 24 with a 0.05 was 2.064. through comparing the $t_{obtained}$ and t table it was found that $t_{obtained}$ higher than t_{table}, so Ha was accepted and Ho was rejected. It means that there is a significant effect of using the development of fotonovela media. It was shown in the figure below:

Figure 4.10 the curve of the result of two means score test



Based on the curve above, the descriptive hypothesis Ha was accepted and Ho was rejected because the $t_{obtained}$ was higher than t_{table}. It means that the media was effective to be used.

The result of two means score test was explained below:

$$t_o = \frac{\bar{x} - \mu_o}{S_{\bar{x}}}$$

$$t_o = \frac{\bar{x} - \mu_o}{\frac{S}{\sqrt{n}}}$$

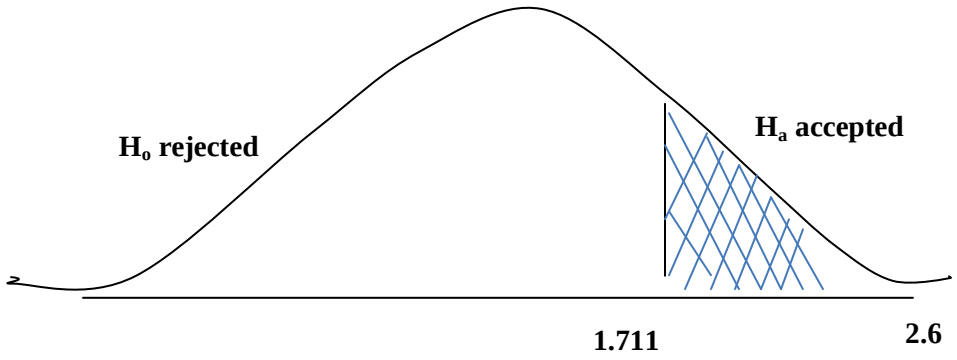
$$t_o = \frac{75 - 70}{\frac{9.62}{\sqrt{25}}}$$

$$t_o = \frac{5}{\frac{9.62}{5}}$$

$$t_o = \frac{5}{1.924}$$

$$t_o = 2.6$$

Figure 4.11 the curve of the result of one means score test



The t_{table} =1.711 at the level of significant 0.05/2 with the degree of freedom (n-1) 25-1=24. $t_o > t_{table}$ (2.6 > 1.711), it means Ha was rejected. The means score of post test lower than 80, that is 75. So, the product was effective.

C. Discussion

Computer has different functions in the field of education and learning. The role of computer as additional help in learning; its utilization involves presenting information on the content of the subject matter, exercises, or both. This mode is known as computer assisted instruction (CAI).

Fotonovela is a new media which is computer-based in the form of images and text that combine into one. The use of fotonovela in learning process can help teachers in conveying materials. As Parlanto and Ronald state that the fotonovela consequently has been used not only as a communication device, but a development tool, able to organize and engage people as well as teaching them. In general, items that used in fotonovela are text and images. Researcher develops the media by adding audio items, so that the media is ready to be used as media in learning English, especially in listening process.

Listening is one of the subjects studied in the field of language study. This skill can be improved by practice and there are many rewards to develop listening skill. It is an active process of receiving and responding to spoken (and sometimes unspoken) messages. As a receptive skill, listening is an active process in which of listeners need attention to get information from what they hear. According to Nunan, "listening is an active, purposeful

process of getting information from what is listened to."[36] It means that when the listeners pay attention to what they listened, they try to comprehend the meaning and information behind the words.

[36]David nunan, *Practical English language Teaching*, (New York: McGraw Hill Education,2003) p:24 bn

BAB V

CONCLUSION AND SUGESTIONS

A. CONCLUSIONS

The results of research that has been done on designing and developing fotonovela Media as instructructional media for listening to 8th grade of SMP N 2 Kamang Magek can be concluded that learning using fotonovela media is proven to increase student's score in listening rather than learning without fotonovela media. In post-test by using fotonovela media obtained an means score of 75 with 15 of 25 students who achieved KKM, while the pre-test class without using fotonovela media obtained a means score of 57 with 3 of 25 students who achieved the KKM score. It can be concluded that learning using fotonovela media influences student learning outcomes. Based on the validation sheet and practicality sheet, fotonovela media need to be improve to make the media more effective to be used. Some examples of fotonovela media evaluation such as the font used must be clear and the intonation of the speaker made clearer and more precise in reading the text.

B. SUGGESTION

The suggestion in this development of fotonovela media in teaching listening was as follows:

1. The English teachers should use fotonovela media in teaching listening in order to make students more interested to learning listening.
2. The next researchers can continue the research and make it more successful in teaching English, especially in listening.