CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research findings show how the researcher developing reading instructional module and the result of the development. It covers needs analysis, materials development, expert validation and revision, and final product.

4.1 Needs Analysis

There were three kinds of information that the researcher got in collecting data information. The information was so useful in designing the materials. The first data was the students' questionnaire about the evaluation of the existing module, the second data was the students' questionnaire about students' expectations about reading module development, and the third data was the result of the interview with the English teacher.

In the process of need analysis, the researcher chooses one class (MIPA1) of five classes (MIPA1, MIPA2–IPS1, IPS2, IPS3), and the class consists of 32 students but 2 students were absent.

4.1.1 The Result of the Questionnaire about the Students' Evaluation of the Existing Module

To find the students' problems in the use of the existing module, and to identify the weakness of the existing module, 30 students were asked to fill a guided questionnaire about the evaluation of the existing module. The questionnaire consists of eight questions that cover some criteria, such as whether the

reading module is appropriate for student needs, the reading module helps students to learn more independently, the reading module provides interesting topics and tasks, etc. The results of the questionnaire are the following:

Weaknesses of the Existing Module

Rank	Weaknesses' criteria
I	The reading module has not an interesting and clear layout
II	The reading module does not provide interesting topics and tasks.
III	The reading module does not provide up to date reading topics.
IV	The task in the reading module does not provide clear instructions.
V	The reading module does not help students to learn more independently

Table 2

According to the result of the evaluation of the existing module, there were the top five weaknesses' criteria of the existing module. Those criteria were important things taken by the researcher in the development reading instructional module. Those five weaknesses' criteria would be improved in the development of materials. To know the result of the students' questionnaire about the evaluation of the existing module was presented in Appendix VII.

4.1.2 The Result of the Questionnaire about the Students' Need in Reading Module Development

To know the student's expectations in the reading module development, 30 students were asked to fill a questionnaire about the students' expectations of reading module development. The questionnaire consists of eight questions. The results of the questionnaire are the following:

Result of Students' Questionnaire about the Expectation of Reading Module Development

No	Questions	Strongly Agree		Agree		Disagree		Strongly Disagree	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
1	Reading comprehension is very important to mastering	18	60	10	33	2	7	-	-
2	Students need an appropriate reading module	17	56	13	43	-	-	-	-
3	The reading module should provide an interesting and clear layout	18	60	12	40	-	-	-	-
4	The reading module should provide by picture illustration	15	50	10	33	4	14	1	3
5	The picture illustration should clear and colorful	15	50	12	40	2	7	1	3
6	The reading module should provide up to date reading topics and interesting tasks	21	69	9	30	-	-	-	-
7	The tasks in the reading module should provide clear instructions	20	66	10	33	-	-	-	-
8	The reading module should provide vocabulary (English to English)	5	17	10	33	11	36	4	14

Table 3

Based on the table above, questions 1 and 2 showed that reading comprehension is very important to master by the students. And the students need an appropriate reading module to help them mastering reading comprehension easily. It was shown by 18 students or 60% of students strongly agree that reading comprehension is very important to mastering. Then, 17 students, or 56% of students strongly agree that they need an appropriate reading module.

Questions 3, 4, and 5 indicated that how important the physical appearance of the reading instructional module is. The layout of the reading module was important to be regarded by researchers because it could make the reader be interesting and enjoy the reading module. It was shown by the result that 18 students or 60% strongly agree that the reading module should provide an interesting and clear layout. Then, 15 students, or 50% of students strongly agree that the reading module should be completed by picture illustration and they must be clear and colorful.

Question 6 and 7 were related to the topics and tasks provided in the reading module. The results indicated that the reading module should provide up to date reading topics and the tasks should be interesting. It was shown by the result that 21 students or 69% of students strongly agree that the reading module should provide up to date reading topics and interesting tasks.

Then, 20 students, or 66% of students strongly agree that the tasks in the reading module should provide clear instructions.

And question 8 indicated that the reading module doesn't should provide vocabulary (English to English) in order to improve student's vocabulary. The results show that 11 students or 36% of students disagree that the vocabulary (English to English). They more agree if the vocabulary (English to Indonesia). But, 10 students or 33% of students agree that the reading module should provide vocabulary (English to English). Therefore, related to the student's needs, the researcher added the vocabulary (English to Indonesia) in the reading module, and the researcher also added the vocabulary (English to English) only in some chapters. So, that vocabulary can be used to support their reading. To know the result of students' questionnaire of students' expectation about reading module development, it was presented in Appendix VIII.

4.1.3 The Result of Interview with the Teacher

In the developing reading instructional module, the researcher needed suggestions and opinions from the teacher. The researcher used structured interviews in the process of getting information from the teacher. The question covered some criteria about the expectation of the teacher in the developing reading instructional module for the first grade students and the weaknesses of the existing module that should be improved.

According to the teacher, students' interest in reading comprehension is low. Therefore, students need appropriate reading modules to improve their reading comprehension.

The teacher explained that the existing module they used in the teaching process is good especially in reading but the reading module is not up to date, the layout is not interesting and clear, the topics of the reading module also not interesting to read, and the content of the reading module just color black and white (like picture illustration). The teacher expectation in development of reading instructional module in the first semester for the first grade students of senior high school, the researcher should provide the topics of the reading module is up to date, the layout is interesting and clear, the task/exercises are interesting (like invite students to active and creative), and there are vocabularies (English to English) to improve their reading comprehension.

Based on the teachers' suggestion, the topics of the reading module can get about religion, education, technology, teenagers, and hot issues. In the process, the researcher should develop of reading instructional module is not just from the book but also from various sources. The researcher also should provide interesting tasks that are effective for the students like can create students thinking and involve then discuss among students. To know the result of the interview with the teacher, it was presented in Appendix IX.

4.2   Materials Development

The result of the need analysis became a base on how the researcher develops the material. What content would be for the materials and how many units would be developed in the reading module.

The materials involved in this reading instructional module were related to the students' needs. At the first, the researcher collected many sources from the internet and certain book. Then, the researcher filtered and selected the appropriate material based on students' needs in the need analysis.

Collecting interesting picture illustrations was also done by the researcher. The pictured illustration was colorful and was related to the topics. It would complete the texts or passages in the reading module. It would make the students more interesting and enjoyable when reading instructional modules.

After the researcher selected reading passages and beautified them with picture illustrations on each unit, the researcher started to create some tasks and activities that relate to the unit. By considering the need analysis about interesting tasks, the researcher developed some of the tasks and activities to be done by the students to sharpen students' reading comprehension in each unit. Other tasks were also provided in the reading module to make the students involved in discussion or group work, such as Read and Identify.

The vocabulary training was also added by the researchers to supported students' understanding of the reading text. In this part, the

discussion would concentrate on the meaning of difficult words that the students need to know, the words were taken from the text itself. In the reading module, it was recognized as Vocabulary Builder. After all the steps were done, the developed materials were ready to evaluate by the experts.

4.3 Expert Validation and Revision

To make the product of the reading module better, the suggestion from the expert was important. There were two experts in validating this reading instructional module. Each expert had twice validation, many aspects in the form of validation that needed to be evaluated.

The first expert is the English teacher who teaches in the first grade student of Islamic senior high school and the second expert is the lecturer who lectures in reading subjects. These experts contributed a precious suggestion to make the reading module eligible.

4.3.1 Expert Validation

In this process, the reading module was distributed to the experts. The researcher explained generally how the way the experts give their judgments. Then, the experts read and checked it accurately by giving a checklist based on the guided scale given in the validation form. Comments for revision and suggestions were also filled in for the improvement of the reading instructional module.

The first expert was conducted by Mulyanti Suhartinah, M.Pd. She graduated from the English Education Department of the Muhammadiyah University of Malang. Then, the Graduate Program of English Education Department of the Muhammadiyah University of Malang.

From the first validation of the expert, according to her evaluation, there were still some aspects to be revised especially in physical appearances such as cover design, title, and letter. However, the experts gave 'good' points for some aspects such as layout is interesting and clear, typing and spacing are clear and neat, the picture illustration is clear and colorful, task/exercises are appropriate, easily, and encourage the involvement of the students, instruction is clear, appropriate, and easy to understand, coverage of material is relevant to the students' needs and interests, the content of the material is clear and appropriate, language is suitable with the students' level and easy to understand. Besides that, the experts gave 'excellent' points for some aspects such as topics that are appropriate to the students' needs and interests and topics is up to date.

From the second validation of the expert, according to her evaluation, she had a different judgment from the first validation. She gave 'good' points for some aspects such as cover design, title, and letter. Besides that, she gave 'excellent' points for some aspects such as typing and spacing are clear and neat, picture illustration is

clear and colorful, task/exercises are appropriate, easily, and encourage the involvement of the students, language is suitable with the students' level and easy to understand.

The second expert was conducted by Khurin 'In S.S., M.Pd. She graduated from the English Education Department of the State University of Malang. Then, the Graduate Program of English Education Department of the State University of Malang.

In relation to the first expert, according to her evaluation, there were still some aspects to be revised in physical appearances such as cover design and title. She had a different judgment from the first expert in the first validation for some aspects such as spacing, the picture illustration, task/exercises are appropriate, easily, and encourage the involvement of the students. Besides that, She gave 'good' points for some aspects such as letter, topics that are appropriate to the students' needs and interests and topics is up to date.

In relation to the first expert, according to her evaluation, she had a different judgment from the first expert in the second validation for some aspects such as the title of cover design, letter, task/exercises encourage the involvement of the students, instruction is clear, appropriate, and easy to understand, the content of the material is clear and appropriate. Besides that, she gave 'good' points for some aspects such as language is suitable with the students' level and easy to understand.

4.3.2 Revision

The next procedure in the development was revising the product based on the experts' evaluation and suggestions. All of the suggestions given by experts in the development were very precious for the researcher to the improvement of the materials. The researcher did what experts suggested to make the revised materials better than before.

Although there was different judgment in evaluating the physical appearance of the reading module between the experts, the researcher had to revise some aspects in the physical appearance. The researcher made a significant effort to change the necessary appearance to be more interesting than before.

In the first revision, the researcher had to revise some aspects of the physical appearance such as the cover design, the title, and the letter. The changes were first made to the cover design. In the cover design, there is not center found. So, the researcher must revise the cover design to be better and more interesting. Second, the title of the reading module is not interesting. So, the researcher must find the title as interest as possible. Third, the letter of the reading module must more clear and appropriate. So, the researcher must revise the letter better. The improvement had also been made for the physical appearance and the content of the material. The researcher must improve the layout in order to be more clear and interesting. And then, the researcher

also must improve the task/exercise in order to make the creative thinking of the students.

The second revision is done after the reading instructional module is checked by the experts again. Therefore, it is sure that the material is revised based on the evaluation from the experts. In the second revision, the researcher did not get revised from the experts. Because the required revision gained from the experts had been accomplished. The researcher only had got comments/suggestions for improvement from the experts. The first expert said that overall the development of the reading instructional module so far so good, almost perfect. The first expert hopes the researcher suggests improving the reading instructional module in other skills such as listening, speaking, and writing. But, this research is limited only to developing reading instructional modules. Meanwhile, the second expert said that the reading instructional module was better than the first revision. Finally, feedback from the experts is used as the basis to create the final version of the reading instructional module. The result of the validation form could be seen in Appendix X.

4.4   Final Product

The final product of these developments was collected in the attractive reading module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The reading module is completely arranged after being validated by the expert. The researcher

entitled the module "Find Your Knowledge with Reading" because this module leads the students to improve students' reading comprehension. The module contained six unit topics.

The reading module is developed based on the students' needs. Interesting reading passages with various and beneficial topics that are appropriate for the first grade students of Islamic senior high school are provided in the reading module. The topics are related to religion, education, technology, etc. Reading passage is also completed by picture illustration that relates to the topic.

To sharpen students' comprehension in reading the text, the reading module provides various exercises or tasks such as essay, true/false, etc. To gain the targets of reading comprehension, students' reading skills are also employed in the reading module. The students are expected to be able to improve students' thinking. Vocabulary building is provided to enrich students' vocabulary. To know the result of the final product, it was presented in Appendix XI.