

## CHAPTER IV

### RESULTS OF RESEARCH AND DISCUSSION

#### A. Description Of Research Place

##### 1. Overview of MTs Islamiyah Nirwana OKU Timur

MTs Islamiyah Nirwana is a private educational institution located in Wanasari village, East Semendawai district, Ogan Komering Ulu (OKU) East district of South Sumatra. Founded by H. Munawar in 1980, before establishing the MTs school, MI Al-Munawar was first established, located in the same neighbourhood and currently stands right in front of the MTs Islamiyah building.

MTs Islamiyah Nirwana has a significant growth opportunity due to its strategic geographical location. The school's location is in an area that is easily accessible, and the environment is quiet and comfortable. MTs Islamiyah Nirwana is located in a boarding school environment, namely under the auspices of the Al-Munawar Islamic Boarding School. Nearly 40% of the students of MTs Islamiyah Nirwana live in Islamic boarding schools scattered around MTs Islamiyah Nirwana on Jalan Desa Wanasari, Kec. East Semendawai Kab. East OKU and the remaining 60% come from residents of Wanasari and surrounding areas.

##### 2. Vision and Mission

###### a. Vision

The Establishment Of Humans Of Faith Believe, Intelligence, Skills And Characteristics.

###### b. Mission

- 1) Forming madrasa residents who are faithful, devoted, have noble character and have noble character by developing religious attitudes and behaviour both inside and outside the madrasa
- 2) Develop a love culture for reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creativity and innovation.

- 3) Increase the value of intelligence, love of knowledge and curiosity of students in academic and non-academic fields
- 4) Creating a learning atmosphere that is challenging, fun, communicative, without fear of being wrong, and democratic.
- 5) Strive for the use of study time, physical and human resources to provide the best results for the development of students.
- 6) Instilling social and environmental care, peace, love for the homeland, national spirit, and democratic life.

### 3. Teachers

In terms of teaching tasks, MTs Islamiyah Nirwana OKU Timur has professional and competent teaching staff because most of them come from teaching schools that are placed in accordance with the field of study they are pursuing. The list of teachers' names can be seen in the following table.

**Table 4.1**  
**List of Teachers of MTs Islamiyah Nirwana OKU Timur**

No	Name	Position	Support
1	Jahidin, S.Pd.I	Headmaster	Headmaster
2	Suyoto, S.Pd.I	Teacher	SKI dan IPA
3	Jamiludin, S.Pd.I	Teacher	Akidah Akhlak
4	Suwarno	Teacher	Penjas
5	Jumriah, S.Pd.I	Teacher	Al-Qur'an Hadits
6	Aswatin Khasanah, S.Pd.I	Teacher	Prakarya dan SBK
7	Ahmad Fauzi, S.Pd.I	Teacher	PKN
8	M. Nur Hidayat, M.Pd	Teacher	Bahasa Inggris
9	Tarminah, S.Pd.I	Teacher	Fikih

10	Siti Lailatul Khoiriyah, SQ	Teacher	Aswaja
11	Imam Maksum, S.Pd	Teacher	IPS
12	M. Badrun Tamam, S.M., M.Pd	Teacher	Bahasa Indonesia
13	Imam Bukhori, S.Pd.I	Teacher	Bahasa Arab
14	Siti Rodiyah, S.Pd	Teacher	Matematika
15	Abdul Aziz, M.Pd	Teacher	Aswaja

The table shows that each subject teacher is in accordance with their respective competencies and education, with the number of teachers at MTs Islamiyah Nirwana OKU Timur as many as 15 people with 107 students.

## B. Results Of Research

### 1. Instrument Trial Results

#### a. Validity test

An accurate test instrument must meet the right and reasonable criteria. Therefore, researchers must test the instrument first before doing the pretest and posttest. The test instrument test was carried out to determine the reasonable standards of the questions to be known or measured. This research uses SPSS 16.00 software for windows.

**Table 4.2**  
**Variable Validity Test Results**

No Item	R tabel	R hitung	Information
1	0,312	,872	<b>Valid</b>
2	0,312	,717	<b>Valid</b>
3	0,312	,709	<b>Valid</b>
4	0,312	,761	<b>Valid</b>
5	0,312	,707	<b>Valid</b>

From table data, this shows that the validity test results that have been tested on 23 respondents can be seen in the Y variable (writing ability); all the questions tested have a value of  $R_{hitung} > R_{tabel}$ , then all can be included in the pretest and posttest stages.

b. Rehabilitation Test

Reliability is an instrument that, when used, will produce the same data. In this study, researchers used the help of SPSS 16.00 FOR WINDOWS software.

**Table 4.3**  
**Instrument Reliability Test Results**  
**Reliability Statistics**

Cronbach's Alpha	N of Item
,745	5

From the table above, it can be concluded that in the column, Cronbach's Alpha = 0.745 > 0.50, so it can be concluded that the recount text writing ability scale is said to be reliable.

**2. Research Implementation**

We will explain the implementation of the research in detail through the following table.

No	date and day	Activity
1	Wednesday, 30 June 2021	a. Deliver the research permit to the administration of MTs Islamiyah Nirwana OKU Timur. b. Together with the English teacher surveying the class to be studied (grade VIII).
2	Thursday, 1 July 2021	a. Met the principal of MTs Islamiyah Nirwana OKU Timur and was allowed to do research. b. Agree on a day to carry out the research.

3	Friday, 2 July 2021	<p>a. Meet with English teachers and school principals to socialize the research to be carried out.</p> <p>b. The English teacher gave directions to the eighth-grade students of MTs Islamiyah Nirwana OKU Timur regarding the research to be carried out.</p>
4	Saturday, 3 July 2021	Giving a pretest to the object of research (class VIII students) to find out the value before being given treatment
5	Monday, 5 July 2021	The researchers give class VIII students treatment, namely, recounting text material regarding the meaning and steps.
6	Tuesday, 6 July 2021	The researchers are treating class VIII students, namely the material of writing recount text, by applying picture series media.
7	Thursday, 8 July 2021	The researchers are treating class VIII students in writing recount text with the help of picture series and asking them to practice it (practice).
8	Saturday, 10 July 2021	Evaluation and implementation of post-test.

a. Pre-test

The pre-test on Saturday, 3 July 2021 was conducted in a class VIII MTs Islamiyah Nirwana OKU Timur by the health protocol (PROKES). The implementation of this pre-test aims to determine the students' ability to write recount text before being given treatment.

b. Giving Treatment

This treatment was given by researchers to class VIII students of MTs Islamiyah Nirwana OKU Timur, using the PPP (Presentation practice Produce) method where researchers will present the meaning and steps of recount text with the help of picture series media. Then students will practice it to produce a simple recount text.

c. The first meeting

Date and time : Monday, 5 July 2021

Time : 08.30-09.50

Place : Class Room

At this first meeting, the researchers just explained the recount text and the steps and practised it to get to know the recount text in more detail before being given picture series media at a later stage.

d. Second meeting

Date and time : Tuesday, 6 July 2021

Time : 08.00-09.20

Place : class room

At the second meeting, the researcher will ask the students about the recount text material to determine how well they understand it. Then the researcher will re-explain the recount text as in the first meeting, but at this second meeting, the researcher will apply the picture series media to assist students in writing the recount text. And invite them to make a recount text based on a series of pictures.

e. Third meeting

Date and time : Thursday, 8 July 2021

Time : 08.00-09.20

Place : class room

In this third meeting, the researchers again explained the recount text with the help of serial image media. They made sure that they understood the recount text and could practice it by writing their recount text based on the picture series provided by the researcher.

f. Post-test

The post-test was carried out after the treatment given by the researcher to the students. Held on Saturday, 10 July 2021 It was carried out in class VIII of MTs

Islamiyah Nirwana, East OKU, following the health protocol and coordinated by the English teacher so that the post-test ran as it should.

**C. Data Analysis**

**1. Normality Test**

Data normality test is a common practice before statistical methods. The normality test is one part of the data analysis requirements test or commonly called the classical assumption. Researchers conducted a normality test first using Shapiro-Wilk because the total sample was 23 respondents. In this study, the data were normally distributed so that the test used was the paired sample test—the results of the analysis in the form of the p-value.

**Table 4.4**  
**Data normality test results**

Variable	P-value	Theory	Information	Statistical
Ability to write recount text before being given picture series media	0,055	>0,05	Normal	P Sampl
Ability to write recount text after being given picture series media	0,236	>0,05	Normal	

Based on the information in the table..... the data is normally distributed because the P-value is more than 0.05, so the statistical test used is the *paired sample T-Test*.

**2. Hypothesis Test**

After conducting the normality test, the researcher then tested the hypothesis. In this study, the data is normally distributed so that the normality test used is the Paired Sample T-Test. The following are the results of the Paired Sample T-Test:

- a. The ability to write recount texts for class VIII students before being given a pictures series media at MTs Islamiyah Nirwana OKU Timur.

**Table 4.5**  
**Distribution of respondents based on the ability to write recount texts for class VIII students before being given picture series media at MTs Islamiyah Nirwana OKU Timur**

Variable	N	Mean	SD	Min	Max
Ability to write recount text before being given picture series media	23	59,26	7,59	50	74
Ability to write recount text after being given picture series media	23	69,47	8,85	57	88

Based on the table of 23 respondents, it can be seen that the writing ability of class VIII students before being given picture series media has an average value of 59.26 with a standard deviation of 7.59 with the lowest score of 50. After being given a picture series media, VIII has an average value of 69.47 with a standard deviation of 8.85 and has the lowest value of 57 and the highest value of 88.

**3. The effectiveness of using picture series media on the ability to write recount text for class VIII students**

**Table 4.6**  
**The effectiveness of using picture series media on the writing ability of class VIII MTs Islamiyah OKU Timur students**

Variable	P-value
The effectiveness of the use of picture series media on the writing ability of eighth-grade students of MTs Islamiyah Nirwana OKU Timur	0,000



Based on the table, the p-value is 0.000; this indicates that the picture series media is effective on the ability to write recount texts for the VIII grade students of MTs Islamiyah Nirwana OKU Timur. This shows that  $H_a$  is accepted and  $H_o$  is rejected, which means that picture series media is effective on the ability to write recount texts for class VIII MTs Islamiyah Nirwana OKU Timur.

#### D. Discussion

##### 1. Implementation of picture series media on the ability to write recount texts for class VIII MTs Islamiyah Nirwana OKU Timur.

In this study, the treatment in the form of serial images was carried out in several stages.

###### a. Planning stage

The researcher identified the problem and planned the steps to be implemented. Make a unit to write recount text activities. Determining the material to be discussed in research, looking for reverence of picture series that are in accordance with the recount writing activities, making RPP, validating the test questions that will be used in post-test data retrieval, developing recount text writing activities, developing an evaluation format, and developing the format of activity observations.

###### b. Implementation stage

Implementation of activities on Monday, 5 July 2021 & Tuesday, 6 July 2021 & Thursday, 8 July 2021. The researcher explained the recount text material by applying the picture series media, then invited the students to practice it together by making recount text and making sure they understood the recount text material and were able to make text with the help of picture series media.

###### c. Observation stage

The observation phase was carried out based on the results of the test scores given by the researcher to the students regarding the themes and media provided by the researcher before conducting

the research. Then the researcher can conclude the results of the study whether it is effective or not.

**2. The writing ability of class VIII MTs Islamiyah Wanasari OKU Timur.**

This study indicates that writing recount text for class VIII students before being given a series of pictures has an average score of 59.26 with a standard deviation of 7.59. The lowest score is 50, and the highest score is 74.

The results of the pretest showed that the writing ability of class VIII students was relatively low and needed treatment to improve their writing skills, especially in writing recount texts. Recount text is a text that is quite difficult for students because in this text, students have to dig back their memories of an experience they have experienced in the past, then they arrange a series of texts which they will then write into paragraphs. Most of the students find it difficult to distinguish between V1 and V2, as we know that recount text is a text that uses the Simple Past Tense.

There are many ways that teachers can take in an effort to improve students' writing skills, for example by using the media. The purpose of media is to facilitate communication.<sup>1</sup> There are many types of media in teaching, such as picture series media. Serial picture media can help students in dealing with difficulties in recalling and arranging the intended past events in sequence, so that students can determine and arrange the writing they will write.

After being given treatment in the form of picture series media, the posttest scores of class VIII students increased quite well, with an average value of 69.47 with a standard deviation of 8.85, the lowest score of 57 and the highest score of 88.

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<sup>1</sup> Robert Heinich., Molenda, M., and Russell, J. D.. *Instructional Media and the New Technologies of Instruction (7th Ed.)*. (New York: Wiley. 1993) p 9-10

The data shows that picture series media can help students to find themes and help them to remember and organize past events into their writing in recount text writing activities in the form of unforgettable personal experiences. It is known that there is an increase in scores from pretest to posttest which is quite good. This shows that picture series media can help them by stimulating ideas from their memory to compose and write recount texts.

**3. The effectiveness of picture series media on the ability to write recount text for class VIII MTs Islamiyah Wanasari OKU Timur.**

This study shows that picture series are used to improve recount text writing skills. In the creation of a picture series instructional design, The relationship between picture and text; pictures and character qualities; the role and function of the commodities; types and topics of picture books; and the relationship between numbers, shapes, and sizes of characters and items are all factors that go into the construction of improving student abilities.<sup>2</sup> According to the statistical findings of this study, there is a significant difference between before and after the use of picture series media, the results showed that students enjoyed learning to write recount text using picture series, became active in class and found ideas for writing easily.

Furthermore, the writers got some information that was supported by the research after collecting research data and analyzed it all using SPSS 22. Students' writing skills, on the other side, still need to be developed. The results of data analysis show that there are differences in students' recount text writing before and after the series picture treatment, as evidenced by the students' pre-test and post-test scores. The students' average pre-test score was 59.26, while their average post-test score was 69.47.

Picture series media can enormously help students in understanding the meaning of a word since picture series

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<sup>2</sup> Chonggao Wang I dkk, "Teaching With Picture Books on Deaf and Hard-of-Hearing Students' Creativity" vol. 26, No. 2, 2021, p 281

media can speak to the meaning of the aiming word. Through picture series media, students can see individuals, places, occasions, and objects from their claim encounters. Because, Pictures is not just a medium of learning, but are a representation of objects, people and places. pictures become an important component of an experience, so we must help students in their implementation.<sup>3</sup>

Pictures as media play important roles in the writing skill learning:

- a. The pictures can motivate and attract students' attention so that they want to be involved in the learning process. The meaning that pictures can be used to attract students' interest in the material presented by the teacher in the classroom. Motivating students can also give positive results in class participation and get their attention so that they are willing to convey their ideas from everything they get by looking at the pictures.
- b. The pictures can play a role in the use of language, where the language is used. They can bring the world into class (a garden scene or a specific object). Pictures also have a role to provide writing ideas to students and show that the world can be seen clearly through pictures. This clear depiction can bring the context of the intended language to students, because they can see the situation and purpose of using the language.
- c. The pictures can explain or describe objects clearly. (This is a bike) or interpreted (maybe a local bike). Or a more obvious response (I like to ride my bike around). The ideas obtained depend on the sensitivity and imagination of students in seeing and observing pictures. When observing and describing pictures students can also be guided by their teacher.
- d. The pictures can cue responses to questions or cue substitutions through controlled practice. In connection to composing abilities, understudies require words to create sentences, and sentences to make sections, and passages to create content. and for drawing, control

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<sup>3</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p 2.

works out through guided assignments can moreover be a great alternative for the teacher.

- e. The pictures can provide stimulation and information to reference in conversation, information, and storytelling. Understudies get thoughts within the shape of words that can be gotten by looking at pictures. After understudies get a thought, the instructor can promptly direct students to utilize the words they get into composed form.

Here the researcher divided the picture media that will be distributed randomly to students. The purpose of delivering picture series media is to help them remember their unforgettable past experiences. However, the students should not have to write the recount text according to the picture, meaning that the picture only to triggers their memory. When on the example there is a picture of a car but they are driving a motorbike, then they are free to replace it with a motorbike. Another example in the picture is a picture of a beach but they were visited is a lake so that they can change the beach to a lake.

Furthermore, students have little interest in studying, have extremely poor motivation, are bored with writing classes, and are quite passive when it comes to learning. The picture series can be used to develop and maintain student motivation,<sup>4</sup> according to the findings. They also motivate students and keep them interested because they are often well-illustrated<sup>5</sup>. This is demonstrated by the fact that after treatment, students have a good idea, they know how to identify object descriptions and construct meaningful sentences, and they enjoy learning.

Obvious from the assessment of the data and the explanation above that writing recount text using picture series is effective, with a p-value (0,000). Because using pictures is fun and can help students understand people and

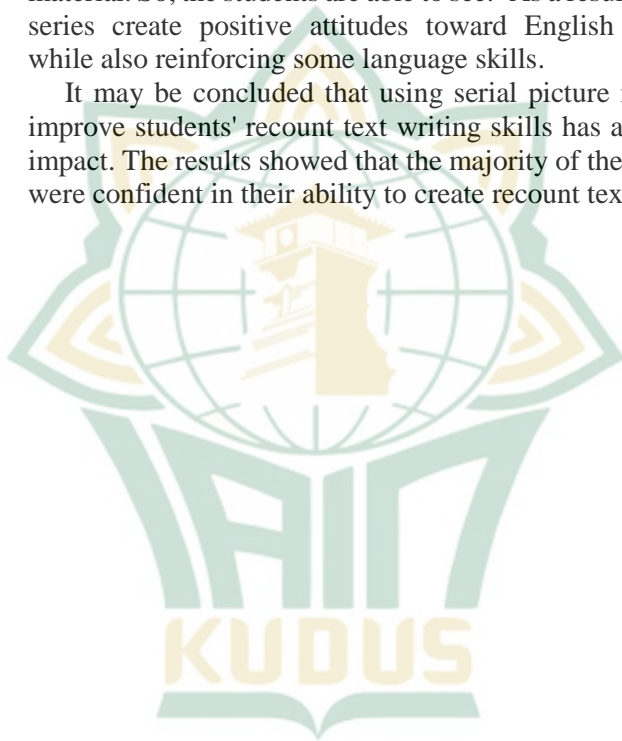
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<sup>4</sup> Marie Ernestova, *How to Ready-Made Picture, English Teaching Forum*, Vol. XIX, No. 4, 1981, p. 5.

<sup>5</sup> Margaret Early, *Using Wordless Picture Books to Promote Second Language Learning* Downloaded from <http://eltj.oxfordjournals.org/> at Indiana University. P. 250.

things better. <sup>6</sup>Picture series media is proven to be able to help students in remembering, compiling and writing recount texts in the form of unforgettable personal experiences. As a result, picture series can be used as a technique to assist students in expressing their ideas in the text. Another statement stated that because the picture series is displayed, the students may readily understand the material. So, the students are able to see. <sup>7</sup> As a result, picture series create positive attitudes toward English subjects while also reinforcing some language skills.

It may be concluded that using serial picture media to improve students' recount text writing skills has a positive impact. The results showed that the majority of the students were confident in their ability to create recount text.



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<sup>6</sup> Jeremy Hermer, *How to Teach English*, (New York: Pearson Edition Longman, 2007), p. 134.

<sup>7</sup> Yuliarsi, *The Effectiveness of Using Picture Series to Teach Writing in SMPN 1 Waru Pamekasan*, *Jurnal Kabilah*, Vol, 1. No. 1, 2006, p. 25.