

## **CHAPTER IV**

### **FINDING AND DISCCUSION**

In this chapter, the researcher present and analyze data based on experimental class and control class. In experimental class, students were taught by using pixton medium to improve writing ability in narrative text, while in the control class, students were not taught using pixton medium that used by the teachers in MTs Sabilul Muttaqin Mojokerto. In the data analysis, the researcher used an independent sample of t-test using SPSS 24 to analysis of differences in the use of both media. Before using independent sample of t-test, samples of data must be two qualify that was normal distribution and homogeneity. The researcher used SPSS 24 program to measure the data was normally distributed and homogeny.

#### **A. Research Finding**

The researcher found in the analysis on the effect of pixton medium to improve students' narrative writing ability at MTs Sabilul Muttaqin was pixton medium in students' narrative writing ability

The researcher chosen two classes in the eighth-grade students of MTS Sabilul Muttaqin to be experimental class and control class. Both of classes must had same equal writing ability. Therefore, the pretest hold before the treatment to know the score of both classes had equal ability or not. The researcher used Jacob et.al's scoring rubric cited from Hughes to assess students' achievement in writing narrative test. There were 5 components that were considering in writing narrative text that is: content (C), organization (O), vocabulary (V), language use (LU), and mechanics (M).

#### **a. Data Description of the Pretest in 8A (Control Class) and 8B (Experimental Class)**

**a) Pretest of Control Class Data**

**Table 4.1**  
**The Pretest Score of Control Class**

No	Students	Pretest of Control Class					Total of Score
		C	O	V	LU	M	
1	A1	20	10	9	17	4	60
2	A2	21	13	13	13	4	64
3	A3	20	11	10	10	4	55
4	A4	15	12	12	16	4	59
5	A5	16	13	13	16	4	62
6	A6	19	10	11	12	3	55
7	A7	15	13	12	12	3	55
8	A8	23	14	11	16	4	68
9	A9	15	11	14	13	4	57
10	A10	21	10	12	12	3	58
11	A11	19	14	13	15	3	64
12	A12	17	9	12	15	3	56
13	A13	16	11	11	16	3	57
14	A14	21	14	13	11	3	62
15	A15	20	12	11	10	3	56
16	A16	15	12	14	15	4	60
17	A17	17	14	12	11	4	58
18	A18	21	10	11	14	3	59
19	A19	21	13	13	15	3	65
20	A20	16	12	10	12	3	53
21	A21	18	9	14	10	3	54

18	A22	17	11	10	10	3	51
23	A23	17	10	11	17	4	59
24	A24	16	11	11	16	4	58
25	A25	20	9	13	13	3	58

The table above showed the pre-test results in the control class. There were 5 components that assessed content, organization, vocabulary, language use and mechanic. Each component has a different value, such as max value of content was 30 and min value 13, organization value max 20 and min value was 7, vocabulary value max 20 and min value was 7, language use max value 25 and min value was 5 and last was a mechanic value of max 5 and min value was 2. Complete value could be seen in table 2.1 the writing's scoring profile adapted from Jacob's et.al in chapter 2.

#### **b) Data Pretest of Experimental Class**

**Table 4.2**  
**The Pretest Score of Experimental Class**

No	Students	Pretest of Experimental Class					Total of Score
		C	O	V	LU	M	
1	A1	16	13	10	15	3	57
2	A2	17	13	12	11	3	56
3	A3	17	14	9	13	3	56
4	A4	19	10	13	15	3	60
5	A5	16	10	14	10	3	53

6	A6	19	10	9	12	3	53
7	A7	16	12	9	10	3	50
8	A8	17	13	9	12	3	54
9	A9	17	9	11	10	3	50
10	A10	19	13	9	17	3	61
11	A11	19	11	9	17	3	59
12	A12	16	10	14	17	3	60
13	A13	21	10	10	11	3	55
14	A14	18	11	9	18	3	59
15	A15	18	11	12	10	3	54
16	A16	19	10	10	15	3	57
17	A17	17	13	14	14	3	61
18	A18	21	12	13	14	3	63
19	A19	15	10	11	10	3	49
20	A20	15	12	11	15	3	56
21	A21	19	12	10	12	3	56
18	A22	16	11	13	12	3	55
23	A23	21	13	11	11	3	59
24	A24	21	14	14	12	3	64
25	A25	19	10	12	16	3	60

The table above showed the pre-test value of the experimental class. This test hold to know the ability between control class and experimental class, whether it had same ability or not in writing narrative text. To seen the mean, sum, and median values, seen the table below.

**c) Data Descriptive statistic of Control Class and Experimental Class**

**Table 4.3:**  
**The Descriptive Statistic of Control Class and Experimental Class**

Descriptive Statistics			
		Control	Experimental
N	Valid	25	25
	Missing	0	0
Mean		58.52	56.68
Median		58	56
Std. Deviation		4.00125	3.96569
Minimum		51	49
Maximum		68	64
Sum		1463	1417

The result would be described through the following figure.

**Chart 4.1**  
**The Chart Descriptive Statistic Pretest**  
**Control Class and Experimental Class**

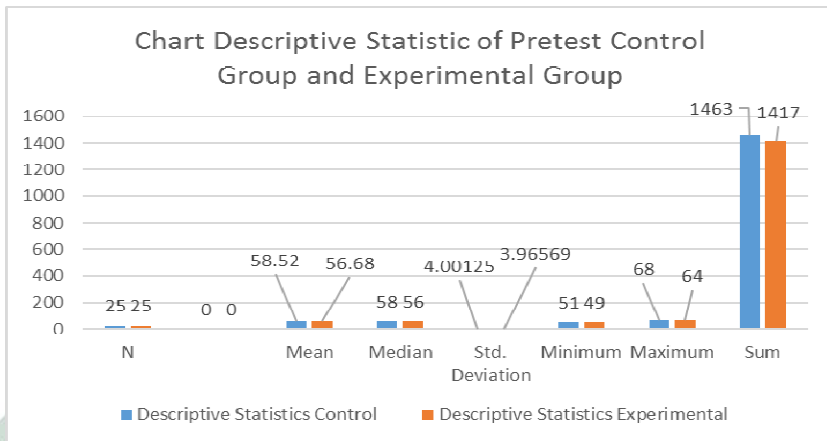


Table 4.3 and chart 4.1 above showed that the mean values of the pretest of control class and experimental class were equal to 58.52 for the control class and 56.52 for the experimental class, for the median of 58 for control class and 56 for experimental class. Minimum score in control class with score 51 and experimental with value 49. Maximum score 68 for control class and 64 for experimental class. In this pretest, the control class had the higher score than the experimental class.

To know the control and experimental classes had same equal ability, the researcher was using t-test to analyze the data in pretest. However, before it had been analyze, the data must be normal distribution and homogeny. The table below was the result of normality test and homogeneity pretest control class and experimental class.

**d) The Result of the Normality test in Pretest**

**Table 4.4**  
**The Result of the Normality test in Pretest**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	0.121	25	.200 *	0.972	25	0.699
Control	0.132	25	.200 *	0.973	25	0.731
*. This is a lower bound of the true significance.						
A. Lilliefors Significance Correction						

From table 4.4 above showed that there were two tests, that s were Kolmogorov Smirnov and Shapiro Wilk test. However, in the normality test, could be showed in Sig value of Shapiro Wilk test. The test showed that the Sig Shapiro Wilk value for control class is 0.731 while the experimental class is 0.699. Refers to the significance value of 0.05, if the control class value was  $0.731 > 0.05$  and the experimental class value was  $0.699 > 0.05$ . Then the data was normally distributed.

**e) The Result of Homogeneity test in Pretest**

**Table 4.5**  
**The Result of Homogeneity test in Pretest**

<b>Test of Homogeneity of Variances</b>			
Students' Score			
Levene Statistic	Df1	Df2	Sig.
0.034	1	48	0.854

Table 4.5 above showed the result homogeneity used Lavene Statistic with the result of 0.854 at the Sig value. Value of pretest  $0.854 > 0.05$  this indicated that the data value was homogeny and ready for independent test t-test.

**f) The Result of the T-test in Pretest**

**Table 4.6:**  
**The Result of the T-test in Pretest**

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Students' Score	Equal variances assumed	0.034	0.854	1.633	48
	Equal variances not assumed			1.633	47.996
Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Students' Score	Equal variances assumed	0.109	1.84	1.127	
	Equal variances not assumed	0.109	1.84	1.127	
Independent Samples Test					
		t-test for Equality of Means			
		95% Confidence Interval of the Difference			
		Lower	Upper		
Students' Score	Equal variances assumed	-0.425	4.105		

	Equal variances not assumed	-0.425	4.105		
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To determine the significance of the difference between the pretest control class and the experimental class could be seen in the value of Sig (2tail). The value of Sig (2 tail) is  $0.109 > 0.05$ , means that the t value was higher than t table. It showed that there was no significant difference between the control class and the experimental class. Mean that both of classes had same equal ability. So, it could be hold the treatment and posttest.

**b. Data Description of Post-test in 8A (Control Class) and 8B (Experimental Class)**

**a) Post-test data of control class**

**Table 4.7**  
**The Posttest Score of Control Class**

No	Students	Posttest of Control Class					Total of Score
		C	O	V	LU	M	
1	A1	17	13	14	15	5	64
2	A2	17	12	14	15	4	62
3	A3	16	12	10	11	4	53
4	A4	20	14	12	13	3	62
5	A5	19	13	14	15	3	64
6	A6	17	13	12	12	4	58
7	A7	18	13	13	13	3	60
8	A8	20	15	14	15	4	68
9	A9	20	15	12	12	5	64
10	A10	16	13	12	13	3	57
11	A11	21	14	13	15	4	67
12	A12	20	15	15	16	3	69
13	A13	21	14	14	13	5	67
14	A14	20	15	13	14	5	67
15	A15	19	13	17	18	3	70
16	A16	18	13	16	17	4	68
17	A17	17	13	15	16	3	64
18	A18	20	15	15	14	4	68
19	A19	18	14	14	16	3	65
20	A20	20	14	10	11	4	59
21	A21	19	13	14	13	3	62
18	A22	18	14	15	14	4	65
23	A23	21	12	13	14	4	64

24	A24	20	15	12	13	4	64
25	A25	19	14	14	15	5	67

From the table above showed the posttest score performed by the control class. The purpose of posttest was to know the final score of students

#### b) Post-test of Experimental Class data

**Table 4.8:**  
**The Posttest Score of Control Class**

No	Students	Posttest of Experimental Class					Total of Score
		C	O	V	LU	M	
1	A1	22	14	15	16	4	71
2	A2	23	14	16	16	5	74
3	A3	23	17	14	16	5	75
4	A4	22	15	15	16	4	72
5	A5	24	13	15	17	5	74
6	A6	21	17	14	15	5	72
7	A7	19	13	14	14	5	65
8	A8	23	16	14	15	5	73
9	A9	20	16	15	16	5	72
10	A10	23	15	18	19	5	80
11	A11	20	13	14	15	5	67
12	A12	20	15	14	14	5	68
13	A13	18	14	13	15	4	64
14	A14	19	15	17	18	4	73
15	A15	20	13	13	15	4	65
16	A16	18	15	15	15	5	68
17	A17	25	15	18	18	4	80
18	A18	23	17	17	18	5	80

19	A19	19	14	13	14	5	65
20	A20	26	15	17	16	4	78
21	A21	20	14	15	16	5	70
18	A22	20	17	13	14	4	68
23	A23	23	18	17	18	4	80
24	A24	18	16	13	14	4	65
25	A25	18	14	16	17	5	70

The table above showed the result of posttest in experimental class. It was holding to know the final score of students in experimental class after hold the treatment using pixton medium and to know whether experimental score was more effective to improve students' writing skill. To see the descriptive statistics of the control class values and the experimental class could be seen in the table below.

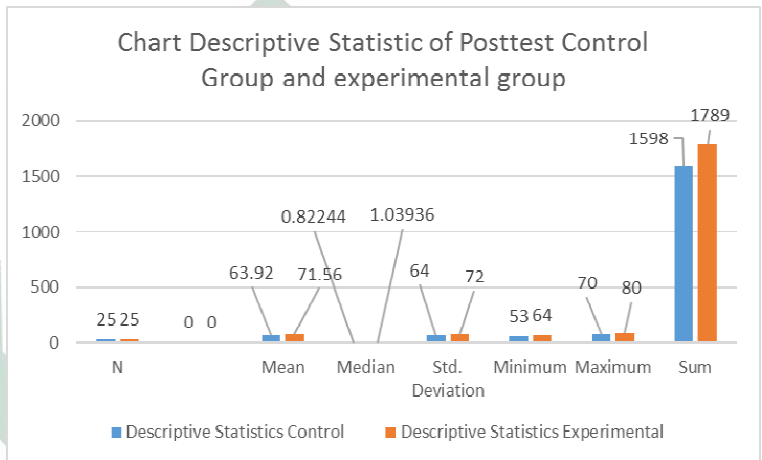
**c) Data Descriptive statistic of Control Class and Experimental Class**

**Table 4.9**  
**The Descriptive Statistic of Control Class and Experimental Class**

Descriptive Statistics			
		Control	Experimental
N	Valid	25	25
	Missing	0	0
Mean		63.9200	71.5600
Median		.82244	1.03936
Std. Deviation		64.0000	72.0000
Minimum		53.00	64.00
Maximum		70.00	80.00
Sum		1598.00	1789.00

The result would be described through the following figure.

**Chart 4.2**  
**The Chart Descriptive Statistic Pretest**  
**Control Class and Experimental Class**



From Table 4.9 and chart 4.2 above showed the mean of posttest control class was 63.92 while experiment class 71.56. The median of control class in posttest was 64 and experiment class 72. The minimum score control class is 53 and the experimental class 64. The maximum score for the control class was 70 and the experimental 80. From the descriptive statistics table above showed that the experimental class was having higher score than control class in posttest.

Before analyzed the data using independent t-test, the data must be two qualify that was normal distribution and homogeneity.

#### d) The Result of Normality Test in Posttest

**Table 4.10**  
**The Normality Test in Posttest**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	0.188	25	0.023	0.934	25	0.107
Control	0.113	25	.200*	0.924	25	0.065
*. This is a lower bound of the true significance.						
A. Lilliefors Significance Correction						

The function of the normality test is to know the data was normally distributed or not. Table 4.10 above showed that the normality test in the posttest control class was 0.107 and the experimental class was 0.065. Refer to significance value was 0.05, control class value  $0.107 > 0.05$  and experimental class value  $0.065 > 0.05$ . Then it could be assumed that the data was normally distributed.

**e) The Result of Homogeneity Test in Posttest**

**Table 4.11**  
**The Homogeneity test in Posttest**

<b>Test of Homogeneity of Variances</b>			
Students' Score			
Levene Statistic	Df1	Df2	Sig.
2.118	1	48	0.152

Table 4.11 in the posttest control class and experimental class above showed the result of homogeneity test used Lavene Statistic was 0.152 > 0.05 it could be assumed that data on posttest was homogeny.

**f) The Result of Independent Sample T-test Test in Posttest**

**Table 4.12**  
**The Result of the Independent Sample T-test in Posttest**

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Students' Score	Equal variances assumed	2.118	.152	-5.764	48
	Equal variances not assumed			-5.764	45.590
Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Students' Score	Equal variances assumed	.000	-7.64000	1.32539	
	Equal variances not assumed	.000	-7.64000	1.32539	
Independent Samples Test					
		t-test for Equality of Means			
		95% Confidence Interval of the Difference			
		Lower	Upper		
Students' Score	Equal variances assumed	-10.30488	-4.97512		

	Equal variances not assumed	- 10.30488	-4.97512		
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The result of independent sample t-test in Posttest could be seen on the column of value of Asymp Sig (2 tailed) which showed that the value of independent sample t-test was  $0.00 < 0.05$  this mean that there was a significance difference in posttest mean score between control and experimental class. Based on the result of hypothesis independent t-test that  $H_0$  is *accepted* and  $H_1$  is *rejected*. Therefore, the treatment used pixton in experimental class was more effective to improve students narrative writing text.

## B. Discussion

Pixton Medium in Improving Students' Narrative Writing Ability. Based on table 4.12 in the results of t-test on posttest was the value of sig 2 tail  $0.00 < 0.05$  it's mean that there was a significant difference between the classes taught by using pixton medium and not taught by using pixton medium . The finding similar with the Airy Andre et al statement that comics provide a scaffolding so that students experience success in their writing.<sup>68</sup> this was also supported with Gagne that media serve as components in students' environment, which can stimulate students thinking.<sup>69</sup>

Based on the second treatment and students' comics, these was showing that students more creative in writing narrative text. Comics' editor (comic maker) is a great way to engage kids in a story creation process. children are involved in creative thinking,

<sup>68</sup> Andre et al., *The Benefits of Comics in Education* | [plasq.com](http://plasq.com).

<sup>69</sup> Sadiman, *Media pendidikan*.

choosing a setting, plotting, creating dialogues and characters.<sup>70</sup> Through comics, students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.<sup>71</sup> Pixton was making students more creative in writing narrative text. This was showing that students who made their own comics on Pixton website made students' creativity increasing in writing narrative text. The website helped students to get ideas with many characters, settings and props in pixton to write narrative text.

Based on researcher observation in the treatment, researcher was finding some evidences in the implementation of pixton in writing narrative text. First: students were paying more attention to the teacher's explanation about writing narrative text by using pixton medium. Second: they were very enthusiastic and eager to open their dictionaries and laptops in the learning. Third: they were also very enthusiastic when the teacher explanation how to make comic in Pixton and practice using Pixton media. However, this finding supported by Timothy G, Bryan and Chilcoat that Comic helps enliven in the classroom that can prevent historical content from being boring and meaningless.<sup>72</sup>

The researcher also found some problems when the implementing pixton medium in class.

1. External problem
  - a. The Internet connections' problem was often lost or slow.
2. Internal problems
  - a. The login in Pixton, some students had trouble logging because to login Pixton needed an active email.
  - b. Students' problem, some students were not bringing a dictionary. Most of them often to ask vocabulary in the comic by researcher in Pixton.
  - c. Limited time, the researcher hopes the students to learn the material in Pixton while they are at the boarding school, but the reality students were not learning how to

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<sup>70</sup> Susan Stephenson, "Using Comic Editors with Kids", personal communication, <http://susanstephenson.com.au/free-pdfs/>, accessed 31 Oct 2016.

<sup>71</sup> Timothy G Morrison, Gregory Bryan, and George W. Chilcoat, "Using Student-Generated Comic Books in the Classroom", *International Reading Association* (2002), p. 759.

<sup>72</sup> *Ibid.*

use Pixton. Therefore, the researcher every meeting repeats the material about how to use Pixton.

