

**THE EFFECTIVENESS OF USING PICTURE GRIDS
MULTIMEDIA ISLAMIC ENGLISH MODULE IN MAKING
SIMPLE SENTENCE**

A Thesis

*Submitted as Partial Fulfillment for the Attainment of S.Pd. Degree in English
Language Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo*



IAIN PALOPO

Submitted by:

MUH. JATRI PRATAMA

18 0202 0131

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

THE EFFECTIVENESS OF USING PICTURE GRIDS MULTIMEDIA ISLAMIC ENGLISH MODULE IN MAKING SIMPLE SENTENCES

A Thesis

*Submitted as Partial Fulfillment for the Attainment of S.Pd. Degree in English
Language Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo*



IAIN PALOPO

Submitted by:

MUH. JATRI PRATAMA

18 0202 0131

Supervised by:

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Rusdiansyah, S.Pd., M.Hum**






**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

THESIS APPROVAL

This thesis entitles "**The Effectiveness of Using Picture Grids Multimedia Islamic English Module In Making Simple Sentence**", which is written by **Muh. Jatri Pratama**, Reg. Nim 18 0202 0131, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, August 08th 2022. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, October 24th 2022

COMMITTEE OF EXAMINATION

- | | | |
|--------------------------------------|---------------|---|
| 1. Dr. Masruddin, S.S., M.Hum. | Chairman | () |
| 2. Amalia Yahya, S.E., M.Hum. | Examiner I | () |
| 3. Andi Tenrisanna Syam, S.Pd, M.Pd. | Examiner II | () |
| 4. Dr. Masruddin, S.S., M.Hum. | Consultant I | () |
| 5. Rusdiansyah, S.Pd., M.Hum. | Consultant II | () |

Approved by

The Dean of Tarbiyah and Teacher
Training Faculty



Dr. Nurdin Koso, M.Pd
NIP. 19681231 199903 11014

The Head of English Education
Study of IAIN Palopo

Amalia Yahya, S.E., M.Hum.
NIP. 19771013 200501 2 006

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Muh Jatri Pratama
Registration Number : 18 0202 0131
Faculty : English Language Education Study Program
Study Program : Tarbiyah and Teacher Training


Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 24th October 2022
Regards,


Muh. Jatri Pratama
18 0202 0131

HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The Effectiveness of Using Picture Grids Multimedia Islamic English Module in Making Simple Sentence* yang ditulis oleh Muh. Jatri Pratama, Nomor Induk Mahasiswa (NIM) 18 0202 0131, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Selasa, 6 Juli 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah*.

TIM PENGUJI

1. Dr. Masruddin, S.S., M.Hum ()
Ketua Sidang tanggal : 
2. Amalia Yahya, S.E., M.Hum ()
Penguji I tanggal : 
3. Andi Tenrisanna Syam., S.Pd., M.Pd ()
Penguji II tanggal : 
4. Dr. Masruddin, S.S., M.Hum ()
Pembimbing I/Penguji tanggal : 
5. Rusdiansyah, S.Pd., M.Hum ()
Pembimbing II/Penguji tanggal : 

EXAMINER APPROVAL

Thesis Entitle : **The Effectiveness of Using Picture Grids Multimedia
Islamic English Module in Making Simple Sentence**

Written By

Name : Muh. Jatri Pratama

Reg. Number : 18 0202 0131

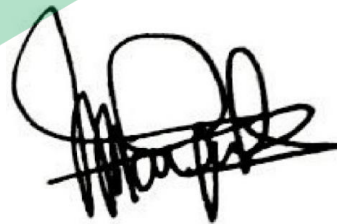
Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, August 1st 2022

Examiner I



Amalia Yahya, S.E., M.Hum NIP.
19771013 200501 2 006

EXAMINER APPROVAL

Thesis Entitle : **The Effectiveness of Using Picture Grids Multimedia
Islamic English Module in Making Simple Sentence**

Written By

Name : Muh. Jatri Pratama

Reg. Number : 18 0202 0131


Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, August 1st 2022

Examiner II



Andi Tenrisanna Syam., S.Pd., M.Pd
NIP. 19860423 201503 2 005

CONSULTANT APPROVAL

Thesis Entitled: The Effectiveness of Using Picture Grids Multimedia Islamic English Module in Making Simple Sentences.

Written By:


Name : Muh. Jatri Pratama
Reg. Numb : 18 0202 0131
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be examined.

Palopo, June 16th 2022

Approved

Consultant I


Dr. Masruddin, S.S., M.Hum
NIP. 19800613 200501 1 005

Consultant II


Rusdiansyah, S. Pd., M.Hum
NIP. 19890518 201903 1 002

NOTA DINAS PEMBIMBING

Palopo, June 16th 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Muh. Jatri Pratama

NIM : 17 0202 0131

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul: *The Effectiveness of Using Picture Grids Multimedia Islamic English Module in Making Simple Sentences.*

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Pembimbing I



Dr. Masruddin, S.S., M.Hum
NIP. 19800613 200501 1 005

NOTA DINAS PEMBIMBING

Palopo, June 16th 2021

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Muh. Jatri Pratama

NIM : 17 0202 0131

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : *The Effectiveness of Using Picture Grids Multimedia Islamic English Module in Making Simple Sentences* Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Pembimbing II



Rusdiansyah / S.Pd., M.Hum.
NIP. 19890518 201903 1 002

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim. Alhamdulillah Rabill' Alamin, the researcher expresses his highest gratitude to Allah Swt. for the blessing, health, and mercy to complete this undergraduate thesis. Shalawat and salam to our Prophet Muhammad Saw. Who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled "The Effectiveness of Using Picture Grids of Multimedia Islamic English Module to Increase Students' Writing skills" submitted as a compulsory fulfillment of the requirements for the undergraduate degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Many people have provided motivation, support, advice, and many valuable things in arranging this thesis. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd. as the Dean of Tarbiyah and Teacher Training
3. Amalia Yahya, S.E., M.Hum as the Head of the English Language Education Study Program of IAIN Palopo.
4. Dr. Masruddin, S.S., M.Hum and Rusdiansyah, S.Pd., M.Hum, as the supervisor I and supervisor II for the time, guidance, helps, corrections, suggestions, and kindness during completing and finishing this thesis.
5. Amalia Yahya, S.E., M.Hum, and Andi Tenrisanna Syam, S.Pd, M.Pd as the examiner I and examiner II for the corrections and suggestions gave to the researcher that make this thesis better.
6. All the lecturers in the English Education Study Program of IAIN Palopo have educated the researcher during her study.
7. The researcher's beloved parents and brother for the endless love, prayer, and support always motivate the researcher to finish this thesis.
8. To Barowa's KKN 2022 that has been supporting the researcher while accomplishing the last chapter of study.

9. To head master of MAN Palopo, the English Teacher Rahmawati Yahya, S.Pd., and the students of XI MIPA 2 that has been helping the researcher to complete the research steps in collecting the data.

10. The researcher's friends who have always been a great supporting system through the good and hard times, especially the researcher's high school friends, BIG C 2018, BIG 2018, and special thanks to Musdalifa who has been cheering and supporting the researcher. Thank you for your presence.

Finally, the researcher would like to thank everybody who has essential roles in finishing this thesis. This thesis is far from perfect, but it expected to be useful for the researcher and the readers. For this reason, thoughtful suggestions and critics are welcomed.

The Researcher



Muh. Jatri Pratama

LIST OF CONTENTS

ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLE	x
ABSTRACT	xi
CHAPTER I: INTRODUCTION	
A. Background.....	1
B. Problem Statement.....	8
C. The Objective of the Research.....	8
D. The Significance of the Research	8
E. Scope of the Study	9
F. Definition of the Research	9
CHAPTER II: LITERATURE REVIEW	
A. Previous Related Research Findings.....	10
B. Literature Review	13
C. Conceptual Framework.....	31
D. Hypothesis	32
CHAPTER III: METHODOLOGY OF THE RESEARCH	
A. Method and Design of Research.....	33
B. Time and Place of the Research.....	33
C. Population and Sample of the Research	34
D. The Instrument of the Research	34
E. The Procedure of Collecting Data	34
F. Technique of Analysis Data.....	39

CHAPTER IV: FINDINGS AND DISCUSSION

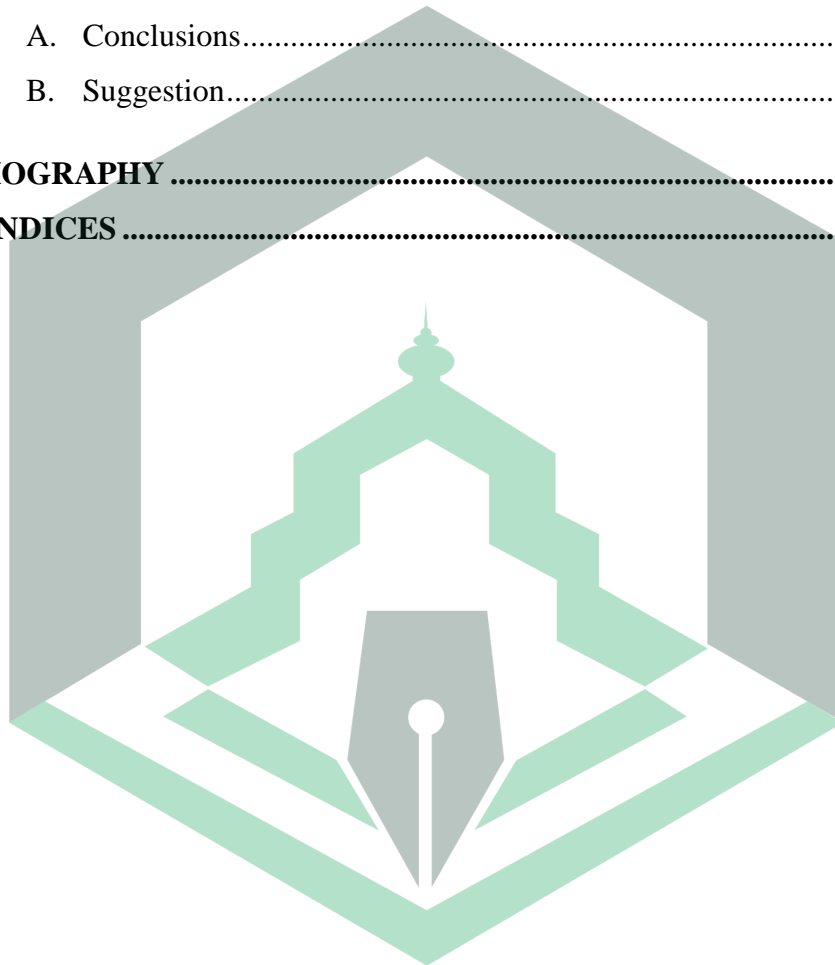
A. Findings	41
B. Discussion.....	45

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	48
B. Suggestion.....	49

BIBLIOGRAPHY	50
---------------------------	-----------

APPENDICES	54
-------------------------	-----------



LIST OF TABLE

Table 3.1 Scoring of Grammar.....	39
Table 4.1 Students' Pre-Test Score in Overall.....	41
Table 4.2 Students' Frequency and Percentage in Pre-Test.....	42
Table 4.3 The Students' Post-Test Score in Overall.....	42
Table 4.4 Students' Frequency and Percentage Score in Post-Test.....	43
Table 4.5 Comparison of Students' Pre-Test and Post-Test Results	43
Table 4.6 The Paired Samples Statistics of Pre-Test and Post-Test	43
Table 4.7 The Paired Samples Correlations of Pre-Test and Post-Test	43
Table 4.8 The Paired Samples Test of Pre-Test and Post-Test.....	44
Table 4.9 The Paired Samples Test of Pre-Test and Post-Test.....	47

ABSTRACT

Muh. Jatri Pratama, 2022. “The Effectiveness of Using Picture Grids Multimedia Islamic English Module in Making Simple Sentences”. A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: Masruddin, Rusdiansyah.

This study looked into how Picture Grid of Multimedia could be used to help students improve their writing Describing at MAN Palopo. This study relied on Experimental Research. As a research approach, it uses pre-experimental design. The data was gathered by administering a pre-test and a post-test, both of which were formulated in written test using digital media in making sentence. The pre-test and post-test data were initially tarbulated and examined in percentages. The eleventh grade of MAN Palopo collected the sample. A total of 15 students make up this group. SPSS 22 was used to conduct the analysis. The researcher imply that the t_0 (t_{count}) = 18.457 with the df (degree of freedom) = 14. Next, the t_1 (t_{table}) = 2.145 with the df (degree of freedom) = 14, and the standard of significance = 5%. According to the facts that imply t_{count} is greater than t_{table} ($t_o > t_t$). It can conclude that the students' increased their skill in making sentence scores before and after using Picture Grid effectively through Whatsapp.

Keyword: Simple Sentence, Multimedia, Picture Grid, Whatsapp.

CHAPTER I

INTRODUCTION

A. Background

Language becomes a human communication system and is progressively used to express ideas, opinions, and feelings. English becomes one of the well-known internationally that links with various aspects of life that humans own. As an international language, many people want to learn English to communicate with people abroad, and one of the supports is by speaking.

Although English has been taught to students, they still find difficulties in mastering the language skills, i.e. listening, speaking, reading, and writing, and the language components, such as pronunciation, vocabulary, and grammar. Harmer states that the skill in English divided into two types, receptive skills is a term used for reading and listening, while, productive skills is the term for speaking and writing.⁵ However, not only four skills that should be mastered by someone in learning English but also another elements that support language such as grammar, pronunciation and vocabulary. Those skills and components of language are related to each other. As an example, when someone wants to convey his thought or his feeling by writing, he has to pay attention to not only the vocabulary and spelling, but also the grammar. It because grammar is a rule in arranging the words into understandable sentence. So, we should also pay attention to grammar in writing a sentence, in order the sentence will be easy to understand.

English Grammar is complex, making it difficult to remember, master and use logically. Because the grammatical rules of Indonesian language are different from English. The students should realize that English has the rule, structure, and complex grammar that should be mastered, but not in Indonesia. It is the common problem that faced by students. Because the teacher does not teach grammar as an integrated unit, they learn the pattern and function of grammar, but they are not able to make sentences correctly. Furthermore, they have no chance to practice, the grammar is usually taught separately. So, the students could not express their ideas and opinion in sentences.

It is clear that grammar is one of components that must be mastered by the students to learn English. It makes students know how to produce good sentences and to express ideas and feelings. Without grammar, the meaning nuances can lose or cannot be submitted. It will be difficult for the students to construct a sentence and create a text. It means that there are several things in English that should be taught to the students especially English grammar.

One media can support the students' activities in class. There are several important parts of Picture Grid, (1) Picture Grid is helping the students to sponsor, stimulate, and possibly guide written descriptions, narrations, and journals. (2) There are some roles for pictures in writing that contribute in teaching English (3) Pictures can motivate the students and make them want to pay attention and want to take part. (4) Pictures are useful since they contribute to the context in which the language is being used. (5) Pictures can be described objectively, interpreted, or responded to

subjectively. (6) Pictures can cue responses to questions or cue substitutions through controlled practices. (7) Pictures can stimulate, and provide information to be referred to in discussion or storytelling.

Additionally, the use of technology in learning become one of the crucial things that help the learning process in the classroom. the efficiency of the learning process must be considered at all costs, the teacher should consider o used technology in teaching rather than conventional media. Technology provides many benefits to language learning and teaching as multimodal practice with feedback, individualization in a large class, pair, and small group work, either collaborative or competitively, the fun factor, variety in the resources available and learning styles used, exploratory learning with large amounts of language data, and 7- real-life skill building in technology used. The technology is also a good decision to use in a new normal era, knowing that students' should be able to less interact physically in class as one of the ways to raise the awareness of the virus spreads.

The researcher interviewed several of the students and the teacher with the result that students of MAN Palopo did not have enough vocabulary in English Writing, the students' enthusiasts were also far from the expectation at that time, students' did not enjoy a conventional learning process¹. Also, the Islamic background of the school, the researcher was use the multimedia English Islamic module as the material in the learning. The students need interesting media to learn and to understand the material, Picture Grid is a helping medium that makes students

¹ Yahya Rahmawati, "Interview" (MAN Palopo, 2021).

easier for understand how to understand the descriptive text and makes the learning process more enjoyable. Through Whatsapp as the technology used in learning, the picture grid was be shared with all the students in a soft file, not as a paper. The researcher expected by using a picture grid through Whatsapp was be beneficial for the learning process. Many studies have been accomplished by some researchers related to the use of Pictures in making simple sentence.

In addition, several researchers contribute to building the idea of this research. These previous related studies would contribute as a basic foundation to determine whether appropriate or not the use of the picture in teaching Writing. The first findings attempted The Contribution of Chatting Whatsapp on the Students Ability in Developing English Writing Fifth Semester of English Department at IAIN Tulungagung. The result of this study showed that using chat Whatsapp contributes to students' ability in developing English writing are developing ideas in writing English through chat on Whatsapp, enriching the student vocabulary, increasing knowledge also broadening insight and communication more useful. The commitment also can develop abilities to write English more fluently. Confidence to use English in chat looked more open to the language used. Even though students sometimes still have shortcomings in writing English but with confidence students also be able to learn to be even better. They frequently practice using chat on

Whatsapp can also improve students' writing skills. Because more often students used to chat in English, that means students are more fluent in English².

The next study defined by Sabri Thabit Saleh Ahmed, Whatsapp and Learn English: a Study of the Effectiveness of Whatsapp in Developing Reading and Writing Skills in English. The study concluded that Whatsapp English medium groups provide space for practicing the natural language, especially in written communication, keep students learning and practicing English outside the classroom and motivate them to learn from each other. As per the findings, the study has recommended EFL teachers to use Whatsapp in their teaching of English and to motivate their students to create and join Whatsapp English medium groups as that was help them in developing students' language proficiency through natural interaction and contextualized language use that can't be provided by the classroom³.

This study was conducted by Said Fathy El-Said under the title The Effectiveness of Using Whatsapp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. The study was an attempt to determine the effectiveness of using Whatsapp Messenger is one of mobile learning technology to develop students' writing skills. Participants were 30 second-year college students in, the English department from a private university in Saudi Arabia. The experimental group (N 15) used Whatsapp technology to develop their writing skills; whereas the

² Alfin Nur Muslimah, "The Contribution of Chatting Whatsapp on the Students Ability in Developing English Writing Fifth Semester of English Department at IAIN Tulungagung.," *Tulungagung Journal* 4, no. 5 (2016) <http://doi.org/14.74327/jdahwuey>.

³ Sabri Saleh Ahmed, "Whatsapp and Learn English: A Study of the Effectiveness of Whatsapp in Developing Reading and Writing Skills in English," *ELS Journal* 2, no. 2 (2019): 148–156 <http://doi.org/12.734257/jlajdg>.

control group (N 15) was taught their writing skills through the prescribed book. The pre-test and post-test comprised three questions, punctuate a paragraph, correct a paragraph and write an essay. This research is limited to punctuation marks, sentences structures, and generating ideas. Results of the t. test analysis revealed that the Whatsapp technique yielded significant effects on students' writing skills, i.e. the experimental group outperformed the control group⁴.

The next related research was conducted by Uci Nur Maulidah entitled The Effectiveness of Online Collaborative Learning on Student Writing Skill Online collaborative learning is learning that focuses on group cohesiveness with the success of the process. The inspiration that drives this assessment is to investigate the impact of the use of online collaborative learning on students' ability to write descriptive texts. it's done in Mts. Bustanul Ulum in the second class of juniors to find out whether online collaborative learning is effective learning, researchers used pre-experimental methods where information was calculated using the statistical formula of the T-test. the consequence of exploration was that the mean of the pre-test was 60.4063, and the mean of the post-test was 84.4688. From the questionnaire, some students agreed with the online collaborative learning method that had helped them in

⁴ Said Fathy El Said Abdul Fattah, "The Effectiveness of Using Whatsapp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills," *Journal of Education and Practice* 6, no. 32 (2015): 115–127, <http://libezproxy.open.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1083503&site=ehost-live&scope=site>.

writing descriptive text. It can be concluded that student achievement increases when they are educated by collaborative learning online⁵.

The least research was conducted by Nurhasanah entitled The Effect of Using Whatsapp as a Learning Tool on Students' Writing Ability at MA Laboratorium Kota Jambi. The result of the analysis indicated that the mean post-test score (69.05) was higher than the mean pre-test score (55.97) so H_a was accepted. It means there was a significant effect and significant difference in students writing skills after giving treatment. Next, the researcher had computed that the score of $t_{count} > t_{table}$ ($2.652 > 2.037$) and the result of paired sample T-test is 2-tailed $< 0,05$ ($0.012 < 0.05$),. So, H_a 's table was accepted. It means a significant effect and a significant difference was using Whatsapp as a learning tool on students writing skills⁶.

The research mentioned above is conducted to help this research in case of the result of the study itself. Therefore, this research was differ from the previous research by using the picture in improving students' writing skills, while the previous research focuses on improving writing without any picture media. This research expected to get the result of the use of picture grid in improving students' writing skills which qualified as another different way of identifying the students' writing skills. Certain mediums and techniques in the teaching process which could improve students' competence in writing descriptive paragraphs were required. As one of the

⁵ Uci Nur Maulidah and Imam Nur Aziz, "The Effectiveness of Online Collaborative Learning on Student Writing Skill," *Edukasi Islami: Pendidikan Islam*, VOL:02 agustus 2020 09, no. 02 (2020): 209–224, <http://ejournal.staimnglawak.ac.id/index.php/educatio/article/view/291>.

⁶ Nurhasanah, "The Effect of Using Whatsapp as a Learning Tool on Students' Writing Ability at MA Laboratorium Kota Jambi," *Sulthan Thaha Saifuddin Jambi* 2, no. 7 (2021).

innovative media, the researcher believes that the use of Picture Grid is effective to be used in teaching writing descriptive paragraphs as well as the solution to solve the problems faced by the students.

B. Problem Statement

According to the background above, the research question is formulated as follows: Is the use of Picture Grid of Multimedia Islamic Module effective in teaching students in making simple sentence?

C. The objective of the Research

According to the problem statement above, the objective of the research is to find out the effectiveness of using Picture Grids of Multimedia Islamic English Module in making simple sentences at MAN Palopo.

D. The significance of the Research

The benefits of research to be achieved by researchers are:

1. Theoretical

From a scientific point of view, this research is a development of science in the field of English and provides information about the use of Picture Grids of Multimedia Islamic English Module in making simple sentences.

2. Practical

The results of this study can be used as a reference for teachers at MAN Palopo; for IAIN Palopo, the results of this study are an additional reference; For further researchers, the results of this study can be used to provide information related to the use Making Simple Sentence .

E. Scope of the Research

According to this case, the scope of the research is restricted to the students' improvement in making simple sentence at the second grade of MAN Palopo.

F. Definition of Terms

1. Writing is conveying information or expression of original ideas consecutively in a new language.
2. The purpose of Whatsapp groups is to create a collective conversation in learning and study groups.
3. Picture Grids is a collection of pictures made for the students to understand the material in case of making simple sentence in writing skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this session, the researcher elaborated more the ideas and basic foundation as the previous researchers found in the past research. Based from the result of the previous related studies, the researcher expected to determine the other part of the result in Writing English.

The first related previous study's result by Irana indicates that the pre-test mean was 54,42 and the mean post-test was 70,54. It sees whether the hypothesis is accepted or rejected. Used Wilxocon tests. Asymp sig (2tailed) is worth 0,000. Because the value of 0,000 is smaller than $< 0,05$, it means that the hypothesis is accepted. It can be stated that the hypothesis "using pictures is effective in teaching writing of descriptive text at the eighth grade in MTs Roudlotul Khuffadz"⁷.

The second related study found by Maulidah Aziz that the inspiration that drives this assessment is to investigate the impact of the use of online collaborative learning on students' ability to write descriptive texts. It has been done in Mts. Bustanul Ulum in the second class of juniors to find out whether online collaborative learning is effective learning, researchers used pre-experimental methods where

⁷ Irana, "The Effectiveness of Teaching Using Picture on Student Skill in Writing Descriptive Text (A Case Study at The Eighth Grade in MTs Roudlotul Khuffadz) Nasionalisme Dan Pendidikan Agama View Project Desain Penelitian Kuantitatif (Magister Manajemen) View Pr," *gateresearch* 4, no. January (2019): 34 <http://doi.org/16.84374/shijdfa>.

information was calculated using the statistical formula of the T-test. the consequence of exploration was that the mean of the pre-test was 60.4063, and the mean of the post-test was 84.4688. From the questionnaire, some students agreed with the online collaborative learning method that had helped them in writing descriptive text. It can be concluded that student achievement increases when they are educated by collaborative learning online⁸.

The third previous related study was found by Vania Teska Novita. The findings showed that there was a significant difference in the writing ability between the eighth-grade students of junior high school taught by picture series and those who were not taught by picture series. The sores indicated that there were improvements from the result of the students' pre-test and post-test. The mean of the pretest experimental class was 19.65 was higher than the mean of the pre-test of the control class which was 18.56. Then the mean of the experimental class post-test 21.06 was higher than the control class post-test which was 19.65. The analysis showed that H_0 was rejected and H_a was accepted. Therefore, the hypothesis "there is a significant difference in the speaking ability between the eighth-grade students of Junior High School who are taught using picture series and those who are taught without using picture series" was accepted⁹.

⁸ Maulidah Aziz, "The Effectiveness Of Online Based The Effectiveness Of Online Based," *journal of education* 09, no. 02 (2020): 209–224 <http://doi.org/19.823u3/ndspr>.

⁹ Vania Teska Novita, "The Effectiveness of Teaching Writing Through Picture Series To Grade Viii Students of Smpn 3 Sleman," *Universitas Negeri Yogyakarta* 12, no. 3 (2014): 65 <http://doi.org/19.6394/dsajdh>.

The last previous related study conducted by Dwi Ariningsih that the result According to the data analysis, the research findings are: (1) The picture series is more effective than translation to teach writing for the seventh-grade students of junior high school; (2) The writing skill achievement of the students having high motivation is better than that of those having low motivation; and (3) There is an interaction between teaching techniques and learning motivation. According to these research findings, it can be concluded that picture series is an effective technique used to improve the writing skill of the seventh-grade students of SMPN 1 Tanjunganom, Nganjuk.

The research result of this study implies that: (1) English teachers should use picture series to develop their techniques to teach writing; (2) the students use the picture to improve their writing ability as it can help them with new ideas and vocabularies; and (3) the future researchers develop some dimensions which have not been developed in this research like using different students' population or students' condition viewed from the students' habit or interest¹⁰.

The difference between this research with the previous study is that this research was focusing on the use of picture grids through Whatsapp to improve students' writing skills in descriptive text. The previous study has found several results that showed the use of pictures and Whatsapp but this research was focus on

¹⁰ Dwi Ariningsih, "The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed from Their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom Nganjuk in the Academic Year 2008/2009)," *Sebelas Maret* 2, no. 5 (2010): 22 <http://doi.org/10.274323/jipm>.

the improvement of the picture, additionally, the researcher was use the Multimedia Islamic English Module. The Multimedia Islamic English Module was created by Masruddin, et al. The Multimedia Islamic English Module itself used as a learning media in teaching Writing at MAN Palopo. The researcher chose MAN Palopo According to the needs and the students' should be aware of the basic Islamic knowledge. In summary, this research was have a new idea in case of improving writing skills. This study was focus on using picture grids as the media in teaching writing.

B. Literature Review

1. Concept of Grammar

Grammar is fundamentally about how words are combined to form sentences. It can be said that a sentence comes from combination of some words, but those combinations cannot always be called as a sentence. Since a sentence which does not follow the rule is considered as ungrammatical and vice versa. To construct a correct sentence, the word should be placed properly by following the rule of English grammar and syntax, so the sentence will be grammatically accepted.

According to Thornbury, grammar is partly the study of what forms (or structures) are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. It means that grammar a system of production rules used to parse and generate the meaning,

pronunciation, morphology, and syntax of a sentence. Later, talking about grammar we know that there is a relationship between grammar and structure. Grammar will always be closely linked to the structure. Structure has also same role as grammar in writing especially in making sentences. However, they have some differences function in writing. Structure is a very general concept that can be applied to any complex thing. However, it is fundamental to the study of syntax. Syntax is the name given to the study of form, positioning, and grouping of the elements that go to make up sentence. In other words, it is about the structure of sentences. The fact that the words are not immediate constituents of the sentence, but belong to other words to form groups which their own specifiable position in the structure of the sentence largely determines the arrangement of words in a sentence.

Besides, sentence means as group of words which have meaning and rule in structure. The concept of structure is essential in distinguishing between the string of words which are well-formed expression in the language and those which are not. So, the meaning of sentence is also carried out by the form of arrangement of the words. In other words, the function of structure is very important to form a good sentence.

2. Concept of Simple Sentence

Simple sentence is a simple sentence form. It is called simple because this sentence is only composed of one subject and one predicate only.²⁶ It is supported by Alexander that a simple sentence is a complete unit of meaning which contains a subject and a verb, followed, necessary, by other words which make up the meaning.²⁷ For example:

- *Made in Japan* is correct English but it is not a sentence because it doesn't have a subject.
- *My car was made in Japan* is a complete sentence with a subject and verb.

Furthermore, Demirezen explain about a simple sentence that the simple sentence has one independent clause that can stand on its own with a complete meaning. In many cases, the simple sentence structure starts with the subject. The subject is commonly the noun and its modifiers, but this is not always the case. A simple sentence is an independent clause which must have a verb. There are five basic simple sentence structures in English; each type adds more elements one by one to the simple sentence.

a. Subject + Verb

The subject tells who or what about the verb. A verb, instead, shows action or state of being. For example:

- I swim.
- Joe swims.
- Jack walks.
- The plane crashed.
- Harry Potter is missing.

Simple sentences with subject and verb structures are very common in English sentence structure. They are made with intransitive verbs which do not

require an object.

b. Subject + Verb + Object [(S+V+ (O))]

Some verbs have an object which is generally always a noun or pronoun. The object is the person or thing affected by the action described in the verb. An object as a single complement follows a verb immediately. When compared with the first case. It is seen that having an object in a sentence is optional.

Example:

- Joe became a doctor.
- Dogs chase cats.
- The jury accepted his story.
- We don't accept credit cards.
- Cyclists should always wear bike helmets.
- I drive a car. Larry plays the guitar.
- They ate dinner.
- Ruth composes music.

3. CLIL

CLIL is one of the most popular approaches to teaching in various disciplines through the target language. In its development, teachers increasingly demand this method because it is related to the development of other skills. CLIL is defined as the method used to develop basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). These two skills have developed

through the 4C framework, namely Content, Communication, Cognitive, and Culture and are the main goals in education today. The CLIL method has various advantages, one of which is to increase opportunities for language learning through the use of the target language in learning multiple subjects in the college curriculum. This method can also generate intercultural or intercultural awareness in students to become global players in their future in the international market. The method provides non-linguistic benefits by showing confidence and asking them nicely.

CLIL is one of the general approaches proposed to accommodate the current concerns in acquiring two skills at once, namely language skills and knowledge content. In general, CLIL is an umbrella term for bilingualism, a content-based education that has been well established in education systems around the world over the last two decades. This method is also present as a response to the result of widespread recognition that providing curriculum content in a second (target) language can be beneficial in increasing subject knowledge and target language skills. This approach has been popularly adopted into the higher education area, even in European countries. The term CLIL first appeared in the early 1990s as a pragmatic solution to the needs of European countries¹¹. These needs are related to pluralism for market mobility, academic and social needs. The CLIL concept is likened to scaffolding or proximal growth zones and signals mediation by emphasizing the need to build knowledge of non-language content. The CLIL method can also be equated

¹¹ Hari Prastyo et al., "CLIL in Islamic Boarding School for Enhancing Students' Literacy through GTM," *Proceedings of the International Conference on Madrasah Reform 2021 (ICMR 2021)* 633, no. Icmr 2021 (2022): 3.

in meaning with several other learning method terms. According to Burrows methods similar to CLIL include; (1) learning in improving content or content-enhanced teaching, (2) integration of language and content or integration of content and language, (3) content-based language learning or content-enhanced teaching based language instruction, (4) theme-based language teaching, (5) content-infused language teaching, (6) learning through an additional language, and others.

4. Picture Grid of Multimedia Islamic English Module

Multimedia Islamic English Module conducted by Amalia Yahya, Ria Warda, Masruddin that is hoped to support students to learn a competency or basic competency coherently and systematically so that they can master all competencies in a complete and integrated manner, and besides that it is also expected to increase student learning motivation¹². The elements of the module that use to support the research are:

a. Picture

In teaching, a teacher has to use the appropriate picture as a description of something that enables one to form an impression of it. The picture can play an important role in motivating students, contextualizing the language they are using, giving them a reference, and helping to discipline the activity.

Picture Series as Media in Teaching Writing Picture series is a kind of media that belongs to the picture category. Yunus classifies pictures into three types they are

¹² Amalia Yahya, Ria Wardah, and Masruddin, "Pengembangan Materi Blended Learning (BL) Yang Berbasis English for Specific Purpose (ESP)" (Aksara Timur n.d.: 22).

composite pictures, picture series, and individual pictures. These pictures can represent the image of people, animals, things, or events. Picture series consists of some pictures which relate to each other and they place in a sequence. Picture series is usually used to tell a series of events or to tell a story. Pictures are media that can be easily modified to adjust the teaching and learning conditions. Pictures are suitable for teachers who have any; (1) kind of students from beginners to advanced, from children to adults; (2) little time for preparation; (3) little money or sophisticated media; (4) little time and examination syllabus to follow. Picture series can be used to create many interesting activities, especially in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures that tell the story and asking the students to write a story According to the pictures. The last giving the students picture series as the writing task was stimulate them to be creative writers. According to Wright, there are some ways in using pictures in writing. Those are: (1) to motivate the students to write. (2) To create a context within which his/her response was have meaning. (3) To provide the students with information to use in controlled practice work. Pictures showing objects, actions, events, and relationships can cue answers to questions, substitutions, and sentence completions¹³.

Picture grid is helping the students to sponsor, stimulate, and possibly guide written descriptions, narrations, and journals. Moreover, Wright also suggests that

¹³ Wright, Wilbur and Orville: *A Biography of the Wright Brothers*, (Boston University vol. 94), p.

there are some roles for pictures in writing¹⁴. First, pictures can motivate the students and make them want to pay attention and want to take part. Second, pictures are useful since they contribute to the context in which the language is being used. Third, pictures can be described objectively, interpreted, or responded to subjectively. Fourth, pictures can cue responses to questions or cue substitutions through controlled practices. The last, pictures can stimulate, and provide information to be referred to in discussion or storytelling.

Furthermore, picture series also give many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not cost, and is relatively easy to get. That use of picture series was made to make the students interested in writing English. Furthermore, Wright also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus¹⁵.

b. Simple Sentence

Bailey and Horn (2004:72) describe that is a group of words that expresses complete thought. In further discussion, they add that a sentence is group of words expressing a complete thought. A sentence begins with a capital letter and concludes with an end mark, e.g. a period, a question mark or exclamation point. In order to express a complete thought, the sentence must have a subject and a verb. So we can

¹⁴ Ibid.

¹⁵ Ibid.

also say that a sentence is a group of words containing a verb and its subject and expressing complete thought. This idea is supported by Davis (2008:1) who states that a sentence is a group of words containing a subject and a predicate that makes complete sense or expresses a complete thought. In further discussion, she states that this definition, however, means almost nothing, unless we know what a subject is and what predicate is. The subject of a sentence is the word with its modifiers that names the person, place, thing, or concept about which something is said. The predicate of a sentence is the word with all its modifiers that tells what the subject does or what the subject is. The subject and the predicate, then, are the basic elements of a sentence.

5. Blended Learning

The concept of blended learning is derived from two words, blend and learning. The word blend means combining things and *learning* denotes assimilation of new knowledge. Blended learning allows students to engage in learning outside the confines of the classroom; with synchronous tools, such as web conferencing, skype, and group chats, and asynchronous tools that include discussion boards, blogs, and social networking sites¹⁶. There is no single commonly accepted definition of blended learning, but practitioners “negotiate their own meaning” according to the needs of their contexts of practice. The absence of a universal definition for blended learning allows HEIs (Higher Education institutions) to

¹⁶ Nadhim Obaid Hussein, “The Impact of Utilizing Skype as a Social Tool Network Community on Developing English Major Students’ Discourse Competence in the English Language Syllables,” *Journal of Education and Practice* 7, no. 11 (2016): 29–33, <http://search.ebscohost.com.proxyub.rug.nl/login.aspx?direct=true&db=eric&AN=EJ1099585&site=ehost-live&scope=site>.

contextualize the concept according to their respective environments. Hence, this study adopted the definition of blended learning used by the university involved in the case study concerned, which is, “the mixture of traditional delivery including lectures, group discussions, apprenticeships, and experiential learning, together with e-learning methods, which accommodate various learning needs of a diverse audience in a variety of subjects”. There are, however, opposing views about delineating the concept of blended learning. For instance, Oliver and Trigwell caution against the use of the term blended learning primarily because it does not incorporate the perspective of the learner, and because it considers blending from a lecturer’s point of view¹⁷. Another common objection to blending is that aiming for a coherent blend of learning provided through a variety of delivery mediums and instructional techniques is hard—he reckons that it was take some careful thought and planning to achieve this. Moreover, only a handful of learners fully engage with all the elements of blended learning, so it is not worth the effort.

Despite the various and sometimes contradictory definitions of blended learning and the different challenges involved in implementing blended learning, HEIs are striving to adopt blended learning because of the potential it has for transforming higher education and engaging students in more meaningful learning

¹⁷ Oliver and Trigwell, “Blended Learning: A Transformative Process?,” *Nelson Marlborough Journal* 12 (2011): 2011 <http://doi.org/12.0826/jsadg>.

experiences. Blended learning is also recognized as a useful approach for improving pedagogical practice¹⁸.

Eurydice stating the advancement of technological innovation in HEIs (Higher Education institutions) has necessitated the formulation of new policies, strategies, and infrastructure improvements¹⁹. Despite all these supporting enterprises instituted by HEIs (Higher Education Institutions), the adoption of blended learning depends, in part, on the perceptions an academic staff member has about the use of technology in teaching and learning. Oh and Park, Alebaikan, and Fresen concur that perceptions held by academic staff can have an impact on the adoption and success of blended learning within institutions²⁰. From the literature reviewed, we concluded that some of the barriers to the adoption of blended learning by academic staff are their own adequate or inadequate computer skills, lack of time to prepare new, and appropriate teaching and learning materials, students' restricted access to technological resources and, among academic staff members, a lack of innovative teaching strategies to address the digital generation of students. They concludes that successful technology adoption, therefore, depends on the perception of an individual academic staff member for a better understanding of barriers to and perceptions about the adoption of blended learning, the technology acceptance model was employed to explore the perceptions

¹⁸ Ibid.

¹⁹ Oh and Park, Alebaikan, and Fresen, "Perception of Blended Learning," *Saudi Universities Journal* 5, no. 9 (2010) <http://doi.org/19.09152/jsadg>.

²⁰ Ibid., 68.

of academic staff that affect the adoption of blended learning in the Faculty of Education at University.

5. Whatsapp

The ideas of good learning materials such as; (i) good materials do not teach, they encourage learners to learn; (ii) good materials was contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learner and teacher can cope with; and (iii) good materials should provide a clear and coherent unit structure which was guide teacher and learner through various activities in such a way as to maximize the chances of learning.

1. Definition of Whatsapp

Abhishek stated the definition of Whatsapp as informing app for smartphones with basic similar to BlackBerry Flag-bearer²¹. Whatsapp Courier may be an informing appcross-stage that permits us to trade messages without the taken a toll of SMS since Whatsapp Messenger employments the same webinformation arrange for e-mail, web browsing, and more. Whatsapp Messenger app employments 3G or WiFi association for information communication. By utilizing Whatsapp, we were chat online, share records, traded photographs.

Whatsapp History Whatsapp was founded by Jan Koum and Brian Acton on February 24, 2009. Whatsapp was founded by Brian Acton and Jan Koum who once

²¹ Prabha Kiran and Abhishek Srivastava, "Whatsapp and Its Impact on Social Life of Youngsters: A Perspective," *Management Insight - The Journal of Incisive Analysers* 14, no. 1 (2018) <http://doi.org/14.12018/waiiosloy>.

worked as Yahoo employees. Capitalizing a savings earned during his work there while the use of Whatsapp spreading throughout the world rapidly, Koum visited his friend Alex Fishman for a discussion on the App Store who was only 7 months old, Koum felt this store has potential. Fishman then helps Koum find iPhone app developers named Igor Solomennikov who is from Russia. Our App But even though Whatsapp²².

Whatsapp is supported on most iPhone, Android, BlackBerry windows smartphones, and Nokia in 2018. In some experiments, Whatsapp crashes and fails to run as expected. Desperate, Koum intends to close his company and find another job. But Brian Acton prompted him to stay a few months longer. At the end after a fairly long beta phase, in November 2009, Whatsapp officially started its work on the App Store. Previously, Koum had persuaded Acton and five former Yahoo! Employees to invest. After visiting the App Store, in January 2010.

Whatsapp wanders to BlackBerry Store and Android followed in August. Although its status has been changed from free to paid, the popularity of Whatsapp stays fast on almost any platform. As of February 2013 Active users, of Whatsapp exploded in the number 200 million. This number is bloated doubled in December and rose again to 500 million in April 2014²³. And as of September 2015, Active users of Whatsapp are listed as many 900 million. Whatsapp is a messaging app for smartphones with basic in Whatsapp using a checkmark. One tick (grayed out) means

²² Ibid.

²³ Ibid., 3.

the message was successfully sent, two checkmarks (in gray) mean the message has been received but not read, and two check marks blue means the message has been read. Whatsapp can send files like Photos directly from the camera, file manager and media gallery, Video directly from the video camera, file manager and media gallery, Audio instantly recording sound, from the file manager, from music gallery, Location (You can send your location by taking your position from Google Maps) Contact (send contact details from phonebook) Other features found in Whatsapp.

a. Whatsapp chat

Whatsapp Messenger/chat is a cross-platform instant messaging application that allows iPhone, BlackBerry, Android, Windows Phone, and Nokia smartphone users to exchange text, image, video, and audio messages for free. In addition to basic messaging, Whatsapp provides group chat and location sharing options. Whatsapp Messenger is a proprietary, cross-platform instant messaging application for smartphones. In addition to text messaging, users can send each other images, video, and audio media messages. Whatsapp can be used not only to socialize with friends but also to study and even learn a new language.

According to Aburezeq, Whatsapp messenger has the following collaborative features²⁴:

- 1) Multimedia: It allows the user to exchange videos, text messages, images, and voice notes.

²⁴ Kiran and Srivastava, "Whatsapp and Its Impact on Social Life of Youngsters: A Perspective. *Management Insight - The Journal of Incisive Analysers* 14, no. 1 (2018) <http://doi.org/10.87364/xnbcd>"

- 2) Group Chat: It supports the interaction of up to 50 group members.
- 3) Unlimited Messaging: The number of messages you can share on Whatsapp is unlimited. The application uses 3G/EDGE internet data plan or Wi-Fi to ensure continuous data transmission across platforms.
- 4) Cross-Platform Engagements: Interactions with different devices (personal digital assistants, Smartphones, Galaxy tablets) can message one another through various media (text messages, pictures, videos, voice notes)
- 5) Offline Messaging: Messages are saved automatically when the device is off or outside the coverage area.
- 6) No Charges involved: there are no charges involved in using Whatsapp as it uses the same internet data plan which is used for email or web browsing.
- 7) Pins and Users Name: Whatsapp, the user, need not remember passwords or usernames as it works via phone numbers and integrates with the user's address books

2. Advantages of Whatsapp

That is several Whatsapp Advantages According to Prabha Kiran²⁵: (1) Whatsapp is completely free for use (2) Instantly send a message to anywhere in the world. (3) Easy to use, even a novice mobile user can use it. (4) Voice call support. (5) Video calling available. (6) Document files up to 100Mb such as PDF, Slideshows. (7) does not have any advertisements on the display screen. (8) Whatsapp

²⁵ Prabha Kiran and Abhishek Srivastava, "Whatsapp and Its Impact on Social Life of Youngsters: A Perspective," *Management Insight - The Journal of Incisive Analysers* 14, no. 1 (2018) <http://doi.org/10.87364/xnbcd>.

calling made it more reliable. (9) Whatsapp has also the features to delete the message that you have sent. (10) can import the contacts from your phone (11) You can share your location, photos, status, images, documents, videos with your friends. (12) You need not spend any money for chatting and sharing with (13) your friends, except the internet charges (14) It also shows that the receiver received your voice message and listened to it. (15) Free calls to other Whatsapp users. (16) You can change the number to another number without losing your existing Whatsapp account. (17) Chat Group Within this Chat Group feature, Whatsapp users can share messages, photos, and videos with up to 256 people at once.

Whatsapp users can also mute or adjust notifications, and much more. By using these features, Whatsapp users can stay connected with the people closest and most important such as family, coworkers, and others.

Whatsapp on the Web and Desktop With this feature, Whatsapp users can smoothly synchronize all chats to a computer so they can chat with any most convenient device. This research by noer intan gurusinga is related to the Contribution of Chat Using Whatsapp to Students' Ability in Developing English Writing in English Department Students in the Faculty of Tarbiyah. Which says that Whatsapp is freeware and cross-platform messaging and Voice over IP (VoIP) services. This application allows sending text messages and voice calls, as well as video calls, images, and other media, documents, and user locations.

3. Disadvantages of Whatsapp

Prabha Kiran stated that he is several Disadvantages of Whatsapp including²⁶

(1) You must have access to the internet to send and receive messages free. (2) used for people who have an android smartphone (3) There are risks, your spouse, boyfriend, girlfriend can read the message. (4) In the group only Admin, Groups can add people, give Admin titles for other people in the group.

Your profile picture is seen by everyone who has your photocontact number.

The Abishiekh Jain quote says that the disadvantages of Whatsapp are:

- a) Chat only with those who have a smartphone and install Whatsapp,
- b) Someone must have access to the internet to use Whatsapp.
- c) We must share their mobile numbers to communicate

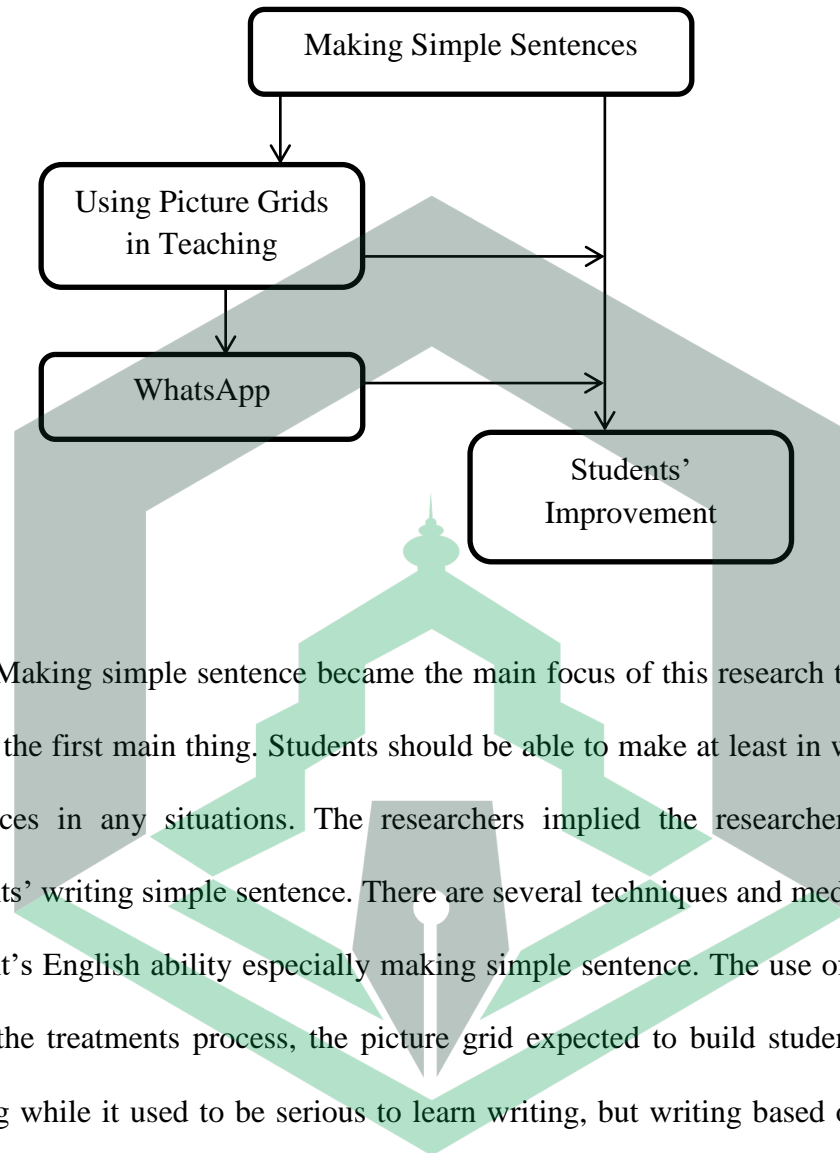
Whatsapp distract students in some cases, with distraction from studies, problems related to spelling and grammar in language use. According to the advantages and disadvantages of Whatsapp, the researcher can conclude that the reason for choosing Whatsapp in this study is because seen the many advantages above; the researcher feels that Whatsapp can be useful for students in learning, sending assignments, and communicating with their teachers and friends. Although Whatsapp has disadvantages including only being used for Android smartphones and having to have internet access, with current technological developments the average student already has an Android smartphone.

²⁶ Ibid.

6. The Use of Picture Grid through Whatsapp

Today's students are known as 'digital natives or the internet generation. This means that they use the internet and digital technology devices such as computers and smartphones in many aspects of their lives including their education and language education. This field of mobile-assisted learning has attracted many researchers during the last decades due to technological advancement and the widespread of mobile phones. It has been acknowledged that mobile learning (M-learning) has a great value in various educational settings, e.g. collaborative learning, lifelong learning, and English as a foreign language learning. So, the use of the picture Grid through Whatsapp is expected to be effective in improving students writing descriptive text. These are the following steps on how to use the picture grid through Whatsapp in descriptive text: (1) the students' was be invited to the group chat, (2) the teacher was give the instruction related to the picture grid, (3) the teacher was share the picture grid related to the theme, (4) the students' was analyze the sentences of the picture grid related to descriptive text, (5) each picture has one sentences so for the final picture the sentences was combine and serve a good paragraph of descriptive text, (6) According to the picture grid sentences the students' was be expected to understand how to write a good paragraph in descriptive text.

C. Conceptual Framework



Making simple sentence became the main focus of this research that should be put as the first main thing. Students should be able to make at least in writing simple sentences in any situations. The researchers implied the researcher focusing in students' writing simple sentence. There are several techniques and media to improve student's English ability especially making simple sentence. The use of Picture Grid drive the treatments process, the picture grid expected to build students interest in writing while it used to be serious to learn writing, but writing based on the picture grid built the students enthusiasm in improvement for each treatment.

The foundation of the research described in literature review. The definition of writing showed the basic information of the research, the use of aspects in measuring the quality of the writing descriptive techniques. While at the end of the research foundation the use of whatsapp are coherent to be apply as a medium of teaching to

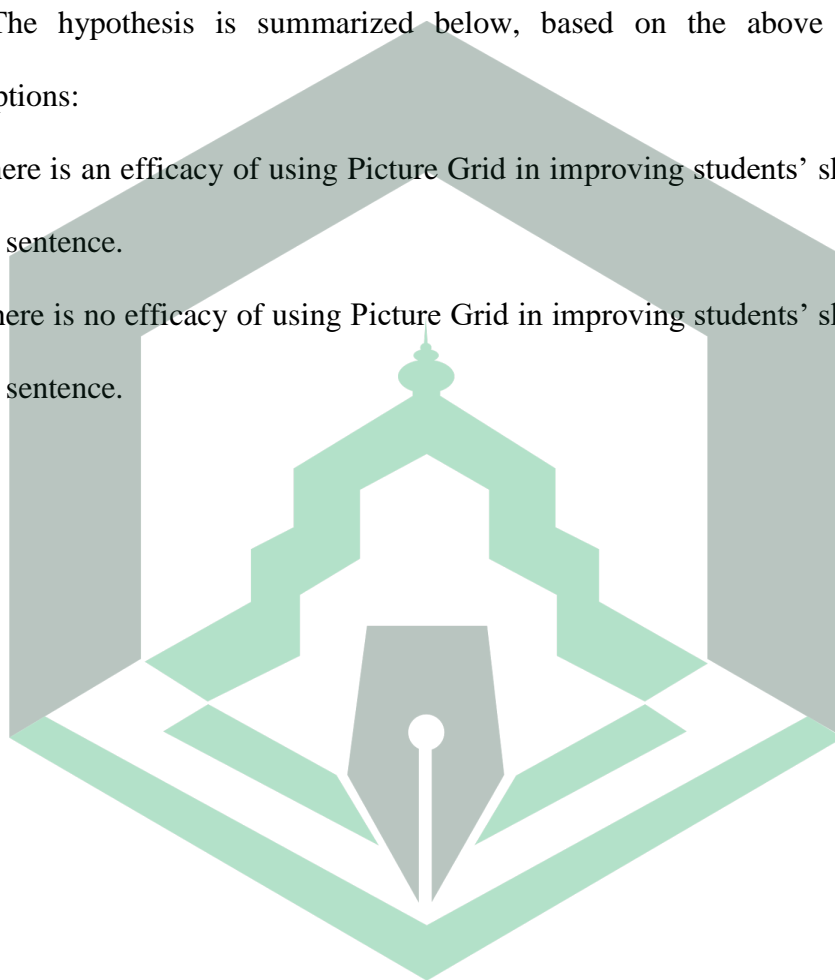
simplify the learning process. The final result after completing the material on the use of picture grid through whatsapp to improve students skill in making simple sentence.

D. Hypothesis

The hypothesis is summarized below, based on the above theories and assumptions:

Ha: There is an efficacy of using Picture Grid in improving students' skill in making simple sentence.

H0: There is no efficacy of using Picture Grid in improving students' skill in making simple sentence.



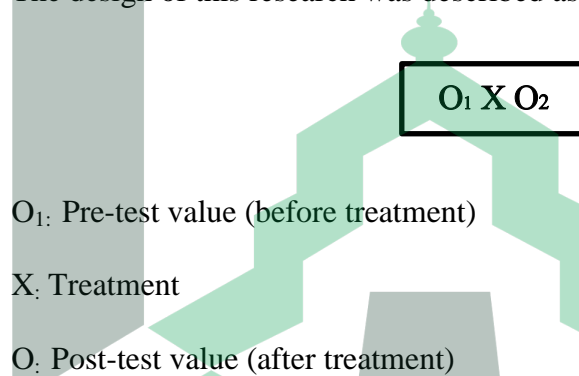
CHAPTER III

RESEARCH METHOD

A. Method and Design of Research

This research classified as the pre-experimental method. The research employed the pre-test and post-test design which was purpose to know the use of picture techniques in making simple sentence at second-grade students of MAN Palopo.

The design of this research was described as follow:



B. Time and Place of the Research

This research was conducted at MAN Palopo which location at Balandai kec.Bara, kota Palopo. It was conducted for 1 month, started from March 28th up to May 9th 2022 in academic years 2021/2022. There were six meeting that included pre-test and post-test.

C. Population and Sample of the Research

The population of this research was the second-grade students of MAN Palopo. The population of this researcher consisted of 5 Classes so the populations of this research are 170 students.

The research sample was selecting by using the purposive sampling technique. The sample of this research consists of 15 Students'. The researcher uses XI.1 as the sample class.

D. The Instrument of the Research

The instrument of the research was the test which purposes to know about the level of students' ability in making simple sentence. The test was was be classified into 2 steps, pre-test and post-test.

E. The Procedure of Collecting Data

To support data collection, it was great for the researcher to do some data collection techniques. It could be a test, observation, documents, or interview. In this case, the researcher was focusing on the test as the main method to collect data in Quantitative.

1. Pre-test

The pre-test is used to check the current condition of students. Implementation is carried out before students get treatment. The researcher was doing some activities:

a) The researcher was collecting the data by doing a writing test using the instrument of the test.

- b) Each student was tested overall by the researcher.
- c) The test was According to the points of the instrument. From here, researchers was take students' performance into data.

2. Treatment

The researcher was providing care after the pre-test, treatment is done to several people. The research was prepared several ways or steps to encourage their ability in writing.

The treatment was introducing the brief explanation related in making simple sentence. Included, the definition, the structure, the method, the purpose and the example of simple sentence. After got the brief overview, the students playing several fun activities that stated on the study plan. The following completion of the students' treatments activities showed as follows:

- a. First Treatment
 - a) Students' confirmed the attendance list based on the regular class activities before starting the class.
 - b) The teacher explained the material briefly then elaborate related to the specific material for each meetings.
 - c) The teacher gave several vocabularies to expand students' English exposure.
 - d) The teacher did warming ups (*pick a boo*) to get the students' focusing on the class.
 - e) Each meeting consists of *Shalat*, *Puasa*, *Masjid*, and *friends*. The first material is *Shalat*.

- f) All the materials sources by the *Pillars of Islam Book*
- g) Before receiving the materials students got the information related to the material including the example of the picture grids with the descriptions as well. The picture grids contain information of *Shalat*.
- h) The treatments use picture grid that shared to all the students through Whatsapp, then each pictures explained continuously from the 1st grid to the 4th grid.
- i) Each grid must be understood based on the example that has been given to the students previously.

b. Second Treatment

- a) Students' confirmed the attendance list based on the regular class activities before starting the class.
- b) The teacher explained the material briefly then elaborate related to the specific material for each meetings.
- c) The teacher gave several vocabularies to expand students' English exposure.
- d) The teacher did warming ups (*make a match*) to get the students' focusing on the class.
- e) Each meeting consists of *Shalat*, *Puasa*, *Masjid*, and *friends*. The first material is *Puasa*.
- f) All the materials sources by the *Pillars of Islam Book*

g) Before receiving the materials students got the information related to the material including the example of the picture grids with the descriptions as well. The picture grids contain information of *Shalat*.

h) The treatments use picture grid that shared to all the students through Whatsapp, then each pictures explained continuously from the 1st grid to the 4th grid.

i) Each grid must be understood based on the example that has been given to the students previously.

c. Third Treatment

a) Students' confirmed the attendance list based on the regular class activities before starting the class.

b) The teacher explained the material briefly then elaborate related to the specific material for each meetings.

c) The teacher gave several vocabularies to expand students' English exposure.

d) The teacher did warming ups (*Find someone who?*) to get the students' focusing on the class.

e) Each meeting consists of *Shalat*, *Puasa*, *Masjid*, and *friends*. The first material is *Masjid*.

f) All the materials sources by the *Pillars of Islam Book*

g) Before receiving the materials students got the information related to the material including the example of the picture grids with the descriptions as well. The picture grids contain information of *Masjid*.

h) The treatments use picture grid that shared to all the students through Whatsapp, then each pictures explained continuously from the 1st grid to the 4th grid.

i) Each grid must be understood based on the example that has been given to the students previously.

d. Fourth Treatment

a) Students' confirmed the attendance list based on the regular class activities before starting the class.

b) The teacher explained the material briefly then elaborate related to the specific material for each meetings.

c) The teacher gave several vocabularies to expand students' English exposure.

d) The teacher did warming ups (*ticklish?*) to get the students' focusing on the class.

e) Each meeting consists of *Shalat, Puasa, Masjid, and friends*. The first material is *Friends*.

f) All the materials sources by the *Pillars of Islam Book*

g) Before receiving the materials students got the information related to the material including the example of the picture grids with the descriptions as well. The picture grids contain information of *Friends*.

h) The treatments use picture grid that shared to all the students through Whatsapp, then each pictures explained continuously from the 1st grid to the 4th grid.

- i) Each grid must be understood based on the example that has been given to the students previously.

Based on the result of 4 meetings, the students remain good in practicing making simple sentence. The more practice they got the more enthusiasts they wrote the text down for each grid.

3. Post-test

Unlike the pre-test, the post-test was adapting after students get some care by using the picture grids of the multimedia Islamic English module. In the post-test, students were having several activities to carry out written tests through the use of picture grids. From here, researcher was take students' performance into data.

F. Techniques of Analysis Data

1. Classifying the Score

The objective score is classified into five scales, the components involved Grammar that defined as the correct use of syntactic patterns and structural words²⁷.

Table 3.1. Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and preposition but meaning seldom of cored
3	16-19	Fair	A significant problem in simple construction, is frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand

²⁷ J.B. Heaton, Writing English Language Test, Longman Inc., New York, vol. 18, 1990.

5	5-8	Very Poor	and evaluate Virtually not the master of sentence construction rules
---	-----	-----------	---

2. To analyze the data, the researcher uses the following steps:

a) Scoring the students' correct answers pre-test and post-test.

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

b) In determining the mean score, standard deviation, test of significance, and standard significance, the researcher calculated it by using SPSS 22

c) Identifying the rate According to the table below:

Classification	Score	Indicator
Very Poor	(0-35)	No mastery
Poor	(36-55)	Major problems in Criteria
Good	(56-85)	Several errors in Criteria
Very Good	(86-95)	Minor problems in Criteria
Excellent	(96-100)	Demonstrates mastery of all the Criteria

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings and their implications are discussed in this chapter. This section contains the results of the test to determine how Picture Grids can be used to improve students' skills in making simple sentence. In this chapter, the researcher's findings are According to data analysis. The discussion focuses on the description, reasoning, and further interpretation of the research findings.

1. The Score of Students' in Pre-Test

Table 4.1. The Students' Pre-Test Score in Overall

No	Students	Criteria	Overall Score
		Grammar	
1	S1	12	12
2	S2	11	11
3	S3	14	14
4	S4	11	11
5	S5	11	11
6	S6	13	13
7	S7	14	14
8	S8	12	12
9	S9	10	10
10	S10	14	14
11	S11	10	10
12	S12	10	10
13	S13	11	11
14	S14	11	11
15	S15	14	14
Total		Mean Score	11,86

In the case of Accuracy of Phoneme, the researcher provides the average score of students' skills.

Table 4.2 Students' Frequency and Percentage in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Poor	1	0	0
Poor	2	12	80,02%
Good	3	3	19,98%
Very Good	4	0	0
Excellent	5	0	0
Total		16	100%

2. The Score of Students' in Post-Test

Table 4.3 The Students' Post-Test Score in Overall

No	Students	Criteria	Overall Score
		Grammar	
1	S1	24	24
2	S2	22	22
3	S3	25	25
4	S4	26	26
5	S5	24	24
6	S6	22	22
7	S7	23	23
8	S8	24	24
9	S9	24	24
10	S10	23	23
11	S11	23	23
12	S12	24	24
13	S13	24	24
14	S14	25	25
15	S15	25	25
Total		Mean Score	23,86

In this case of phoneme correctness, the researcher provides an average score for students' skills.

Table 4.4 Students' Frequency and Percentage Score in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Poor	1	0	0
Poor	2	0	0
Good	3	4	26,64%
Very Good	4	11	73,26%
Excellent	5	0	0
Total		15	100%

3. The Comparison of Students' Score in Pre-Test and Post-Test

Table 4.5 Comparison of Students' Pre-Test and Post-Test Results

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	0	0
2	Very Good	86-95	-	-	14	80,02%
3	Good	76-85	1	19,98%	1	19,98%
4	Poor	66-75	14	80,02%	-	-
5	Very Poor	56-65	-	-	-	-
	Total		15	100%	15	100%

4. The Mean Score and Standard Deviation of Pre-Test and Post-Test

Table 4.6 The Paired Samples Statistics of Pre-Test and Post-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	51.47	15	6.567	1.696
Post-Test	87.93	15	3.218	.831

Table 4.7 The Paired Samples Correlations of Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	15	-.120	.670

Table 4.8 The Paired Samples Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	36.467	7.652	1.976	-40.704	-32.229	18.457	14	.000

According to the table above, the researcher imply that the t_0 (t_{count}) = 18.377 with the df (degree of freedom) = 14. Next, the t_1 (t_{table}) = 2.765 with the df (degree of freedom) = 14, and the standard of significance = 5%.

$$18.377 > 2.765$$

According to the above-mentioned facts, t_{count} is greater than t_{table} ($t_0 > t_1$). It may be said that there is a significant variation in students' writing skill scores before and after using Picture Grid in descriptive text.

B. Discussions

The results of the pre-test show that none of the 15 students who participated in the experiment were characterized as "excellent" and "very good." Instead, 3 students (19,98%) from the sample were classed as "good," and 12 students (80,02%) were classified as "poor." It can be deduced that the students' earlier writing abilities in describing were limited.

After the researcher treated the students, the results revealed that none of the 15 students (0%) were classed as "excellent." In addition, 4 students (26,64%) received "good", 11 students (73,26%) received "very good," and none of these students (0%) received "poor" or "very poor." It can be inferred that there is a significant impact upon the usage of Picture Grid in Describing since the students' writing skills are improved after the treatment. As an example, the R1, R9 and R13 has the same score in the pre-test, with the score $10-10-11-12-2=45$. After having the treatment, the R1, R9 and R13 has the different score in the post-test and the score are higher than the pre-test; R1 ($26-18-18-24-5=91$), R11 ($25-18-18-23-5=90$), R12 ($25-18-18-24-4=89$).

The data analysis shows that by using Picture Grid through Whatsapp is recommended to be applied in increasing the students' skills in making simple sentence is suitable to the students' level. Therefore, the null hypothesis is rejected. But, the disadvantages of the Picture Grid that the researcher has found while conducting the treatment is it still has some issues that needs to be improved, such as ice breaker that related to the material hardly decide and the picture that does not

provide an easy process to create and design. The “picture grid” option of serial pictures variety also does not easy to produce and to pick, so the alternative way to collect the picture is to get from the free pic and submit it through Whatsapp. After analyzed the data, the researcher found many significances by this research. All the components that the researcher applied showed improvement in case of students’ skills in making simple sentence through Whatsapp.

According to the specific information of this aspect, *Grammar* is the correct use of syntactic patterns and structural words. The result of the score showed that 80,02% of the students improved in the side aspect of vocabulary in writing descriptive text using picture grid through Whatsapp. The students score delivered several similarities on pre-test before treatment. Students 1 received 11 point, students 2 received 14 point, students 3 received 13 point, students 4 received 13 point, students 5 received 13 point, students 6 received 11 point, students 7 received 14 point, students 8 received 11 point, students 9 received 12 point, students 10 received 16 point, students 11 received 12 point, students 12 received 12 point, and students 13 received 12 point. After got the treatments there is no students received lower than 17 point which means included in case of result effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and preposition but meaning seldom of cored. In order to engage students in teaching and learning process, teachers try to select authentic texts and tasks that are compatible with the students’ cognitive and affective needs, socio-demographic background and language proficiency, and such a consideration can

contribute to students' motivation to discover and learn target points during a language course²⁸.

Overall result has been evaluating and analyzing the students' capability in making simple sentence. According to the grammatical aspects that the researcher summarize that the students' has been improved while the treatments supports before post-test. The significant score showed on the table below:

Table 4.9 The overall score summarize by each of aspects

Overall Score Post-Test	Overall Score Pre-Test
24	12
22	11
25	14
26	11
24	11
22	13
23	14
24	12
24	10
23	14
23	10
24	10
24	11
25	11
25	14
23,86	11,86

According to the table 4.6 the researcher has been included all the aspects and it showed that the 15 students' has been improving their skills in writing descriptive text through Whatsapp by using Picture Grid.

²⁸ Alhaji Malah Galti et al., "Rating Scale in Writing Assessment: Holistic vs. Analytical Scales: A Review," International Journal of English Research 4, no. 6 (2018): 32, www.englishjournals.com.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

According to the result of the research facts, t_{count} is greater than t_{table} ($t_o > t_t$). It is a significant variation in students' writing skill scores before and after using Picture Grid in descriptive text. This study relied on Experimental Research. As a research approach, it uses pre-experimental design. The data was gathered by administering a pre-test and a post-test, both of which were formulated in an oral test using audiovisual media for pronunciation. The pre-test and post-test data were initially tabulated and examined in percentages. The eleventh grade of MAN Palopo collected the sample. A total of 15 students make up this group. SPSS 22 was used to conduct the analysis. The researcher imply that the t_0 (t_{count}) = 18.457 with the df (degree of freedom) = 14. Next, the t_1 (t_{table}) = 2.145 with the df (degree of freedom) = 14, and the standard of significance = 5%. According to the facts that imply t_{count} is greater than t_{table} ($t_o > t_t$). It can conclude that this research effective there is a significant variation in students' skill in making simple sentence scores before and after using Picture Grid in descriptive text through Whatsapp.

B. Suggestions

According to the findings in the previous chapter, this research is suggested to be considered as one of the source of technique in teaching. The researcher divided several parts to suggest:

1. To Teachers

The teacher can use The Module to increase students' skill in making simple sentence. Before using the Module, the teacher must have a good understanding about the module itself, must have a stable network connection and have an Android-iOS smartphone.

2. To Students

The students can use the Module to increase their skill in making simple sentence. Before using the Module, the students must have a stable network connection to receive the picture and have an Android-iOS smartphone.

3. To another Researchers

Researchers can test the efficacy of using Picture Grid through Whatsapp in different elements of English skills in the future, given the material contains four main English skills. It also serves as a reading resource before academics do study on how to improve students' skills in making sentence.

BIBLIOGRAPHY

- Ahmed, Sabri Saleh. "WhatsApp and Learn English: A Study of the Effectiveness of WhatsApp in Developing Reading and Writing Skills in English." *ELS Journal* 2, no. 2 (2019): 148–156.
- Ariningsih, Dwi. "The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed from Their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom Nganjuk in the Academic Year 2008/2009)." *Sebelas Maret* 2, no. 5 (2010): 111.
- Aziz, Maulidah. "The Effectiveness Of Online Based ... The Effectiveness Of Online Based " *journal of education* 09, no. 02 (2020): 209–224.
- Crouch, Tom D., and Fred Howard. *Wilbur and Orville: A Biography of the Wright Brothers. The American Historical Review*. Vol. 94, 1989.
- Fattah, Said Fathy El Said Abdul. "The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills." *Journal of Education and Practice* 6, no. 32 (2015): 115–127.
<http://libezproxy.open.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1083503&site=ehost-live&scope=site>.
- Galti, Alhaji Malah, Abba Alkali Goni, Sani Saidu, and Habu Yusuf. "Rating Scale in Writing Assessment: Holistic vs. Analytical Scales: A Review." *International Journal of English Research* 4, no. 6 (2018): 4–6. www.englishjournals.com.
- Heaton, J.B. *Writing English Language Test. Longman Inc., New York*. Vol. 18, 1990.
- Hussein, Nadhim Obaid. "The Impact of Utilizing Skype as a Social Tool Network Community on Developing English Major Students' Discourse Competence in the English Language Syllables." *Journal of Education and Practice* 7, no. 11 (2016): 29–33. <http://search.ebscohost.com.proxy-ub.rug.nl/login.aspx?direct=true&db=eric&AN=EJ1099585&site=ehost-live&scope=site>.
- Irana. "The Effectiveness of Teaching Using Picture on Student Skill in Writing Descriptive Text (A Case Study at The Eighth Grade in MTs Roudlotul Khuffadz) Nasionalisme Dan Pendidikan Agama View Project Desain Penelitian Kuantitatif (Magister Manajemen) View Pr." *gateresearch* 4, no. January (2019): 23–88.

Kiran, Prabha, and Abhishek Srivastava. "Whatsapp and Its Impact on Social Life of Youngsters: A Perspective." *Management Insight - The Journal of Incisive Analysers* 14, no. 1 (2018).

Muslimah, Alfin Nur. "The Contribution of Chatting WhatsApp on the Students Ability in Developing English Writing Fifth Semester of English Department at IAIN Tulungagung." *Tulungagung Journal* 4, no. 5 (2016).

Novita, Vania Teska. "The Effectiveness of Teaching Writing Through Picture Series To Grade VIII Students of Smpn 3 Sleman." *universitas negeri yogyakarta* 12, no. 3 (2014): 1–174.

Nur Maulidah, Uci, and Imam Nur Aziz. "The Effectiveness of Online Collaborative Learning on Student Writing Skill." *Edukasi Islami: Pendidikan Islam, VOL:02 agustus 2020* 09, no. 02 (2020): 209–224.
<http://ejournal.staimnglawak.ac.id/index.php/educatio/article/view/291>.

Nurhasanah. "The Effect of Using Whatsapp as a Learning Tool on Students' Writing Ability at MA Laboratorium Kota Jambi." *Sulthan Thaha Saifuddin Jambi* 2, no. 7 (2021).

Oliver, and Trigwell. "Blended Learning: A Transformative Process?" *Nelson Marlborough Journal* 12 (2011): 2011.

Park, Oh and, Alebaikan, and Fresen. "Perception of Blended Learning." *Saudi Universities Journal* 5, no. 9 (2010).

Prastyo, Hari, Nining K. Aini, Desi Wulandari, Shiva Fauziah, and Erna Sundari. "CLIL in Islamic Boarding School for Enhancing Students' Literacy through GTM." *Proceedings of the International Conference on Madrasah Reform 2021 (ICMR 2021)* 633, no. Icmr 2021 (2022): 236–242.

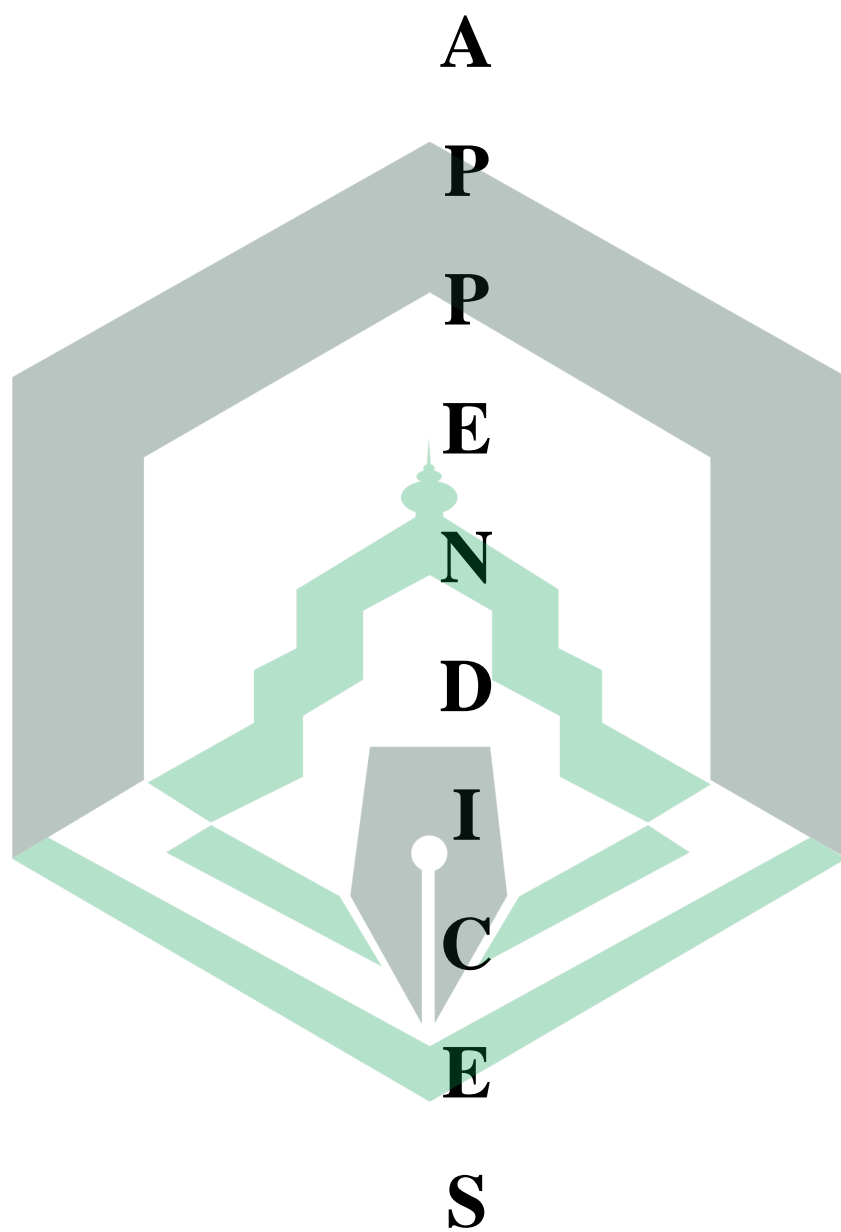
Rahmawati, Yahya. "Observation." MAN Palopo, 2021.

Yahya, Amalia, Ria Wardah, and Masruddin. "Pengembangan Materi Blended Learning (BL) Yang Berbasis English for Specific Purpose (ESP)" (n.d.).

Ahmed, Sabri Saleh. "WhatsApp and Learn English: A Study of the Effectiveness of WhatsApp in Developing Reading and Writing Skills in English." *ELS Journal* 2, no. 2 (2019): 148–156.

- Ariningsih, Dwi. "The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed from Their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom Nganjuk in the Academic Year 2008/2009)." *Sebelas Maret* 2, no. 5 (2010): 111.
- Aziz, Maulidah. "The Effectiveness Of Online Based. The Effectiveness Of Online Based " *journal of education* 09, no. 02 (2020): 209–224.
- Crouch, Tom D., and Fred Howard. *Wilbur and Orville: A Biography of the Wright Brothers. The American Historical Review*. Vol. 94, 1989.
- Fattah, Said Fathy El Said Abdul. "The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills." *Journal of Education and Practice* 6, no. 32 (2015): 115–127. <http://libezproxy.open.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1083503&site=ehost-live&scope=site>.
- Galti, Alhaji Malah, Abba Alkali Goni, Sani Saidu, and Habu Yusuf. "Rating Scale in Writing Assessment: Holistic vs. Analytical Scales: A Review." *International Journal of English Research* 4, no. 6 (2018): 4–6. www.englishjournals.com.
- Heaton, J.B. *Writing English Language Test. Longman Inc., New York*. Vol. 18, 1990.
- Hussein, Nadhim Obaid. "The Impact of Utilizing Skype as a Social Tool Network Community on Developing English Major Students' Discourse Competence in the English Language Syllables." *Journal of Education and Practice* 7, no. 11 (2016): 29–33. <http://search.ebscohost.com.proxy-ub.rug.nl/login.aspx?direct=true&db=eric&AN=EJ1099585&site=ehost-live&scope=site>.
- Irana. "The Effectiveness of Teaching Using Picture on Student Skill in Writing Descriptive Text (A Case Study at The Eighth Grade in MTs Roudlotul Khuffadz) Nasionalisme Dan Pendidikan Agama View Project Desain Penelitian Kuantitatif (Magister Manajemen) View Pr." *gateresearch* 4, no. January (2019): 23–88.
- Kiran, Prabha, and Abhishek Srivastava. "Whatsapp and Its Impact on Social Life of Youngsters: A Perspective." *Management Insight - The Journal of Incisive Analysers* 14, no. 1 (2018).
- Muslimah, Alfin Nur. "The Contribution of Chatting WhatsApp on the Students Ability in Developing English Writing Fifth Semester of English Department at IAIN Tulungagung." *Tulungagung Journal* 4, no. 5 (2016).

- Novita, Vania Teska. "The Effectiveness of Teaching Writing Through Picture Series To Grade Viii Students of Smpn 3 Sleman." *universitas negeri yogyakarta* 12, no. 3 (2014): 1–174.
- Nur Maulidah, Uci, and Imam Nur Aziz. "The Effectiveness of Online Collaborative Learning on Student Writing Skill." *Edukasi Islami: Pendidikan Islam, VOL:02 agustus 2020* 09, no. 02 (2020): 209–224.
<http://ejournal.staimnglawak.ac.id/index.php/educatio/article/view/291>.
- Nurhasanah. "The Effect of Using Whatsapp as a Learning Tool on Students' Writing Ability at MA Laboratorium Kota Jambi." *Sulthan Thaha Saifuddin Jambi* 2, no. 7 (2021).
- Oliver, and Trigwell. "Blended Learning: A Transformative Process?" *Nelson Marlborough Journal* 12 (2011): 2011.
- Park, Oh and, Alebaikan, and Fresen. "Perception of Blended Learning." *Saudi Universities Journal* 5, no. 9 (2010).
- Prastyo, Hari, Nining K. Aini, Desi Wulandari, Shiva Fauziah, and Erna Sundari. "CLIL in Islamic Boarding School for Enhancing Students' Literacy through GTM." *Proceedings of the International Conference on Madrasah Reform 2021 (ICMR 2021)* 633, no. Icmr 2021 (2022): 236–242.
- Rahmawati, Yahya. "Observation." MAN Palopo, 2021.
- Yahya, Amalia, Ria Wardah, and Masruddin. "Pengembangan Materi Blended Learning (BL) Yang Berbasis English for Specific Purpose (ESP)" (n.d.).









PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasym No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 263/IP/DPMPTSP/III/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	MUH. JATRI PRATAMA
Jenis Kelamin	Laki-Laki
Alamat	Rano Kota Palopo
Pekerjaan	Mahasiswa
NIM	18 0202 0131

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING PICTURES GRIDS OF MULTIMEDIA ISLAMIC ENGLISH MODULE TO INCREASE STUDENTS' SKILLS THROUGH WHATSAPP

Lokasi Penelitian	MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian	22 Maret 2022 s.d. 22 Mei 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exampilar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang Izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 23 Maret 2022
 Plt. Kepala Dinas Penanaman Modal dan PTSP



MUH. IHSAN ASHARUDDIN, S.STP, M.Si
 Pangkat : Pembina Tk.1
 NIP : 197806111996121001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul.Sel;
2. Walikota Palopo;
3. Dandim 1403 Serbu;
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandi Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN

Nomor : 231 /Ma.21.14.01/TL.00/v/2022

Yang bertanda tangan dibawah ini :

N a m a : Dra. Hj. Jumrah, M.Pd.I
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : Muh. Jatri Pratama
Kelamin : Laki-Laki
Alamat : Rano Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1802020131

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul *"The Effectiveness Of Using Pictures Grids Of Multimedia Islamic English Module To increase Students' Skills Through Whatsapp"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 11 Mei 2022

Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009





RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI

Materi Pokok : *Pillars of Islam* (Sholat)

Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi yang dikirim Guru melalui grup Whatsapp, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dalam membuat kalimat sederhana.

B. Model Pembelajaran

Teacher - Students.

C. Media/Sumber Belajar

1. Picture Grid
2. Whatsapp
3. Laptop, Speaker, Buku Bahasa Inggris XI, Kemendikbud, Tahun 2017

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
<ol style="list-style-type: none"> 1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir. 2. Guru menjelaskan gambaran terkait materi <i>multimedia Islamic English Module</i>.
Kegiatan Inti (35 Menit)
<ol style="list-style-type: none"> 1. Guru menjelaskan materi tentang tentang <i>Sholat</i>. 2. Guru membagikan <i>Picture Grid "Sholat Shubuh"</i>. 3. Guru menginstruksikan kepada siswa untuk mengikuti <i>rules of the groupchat</i>. 4. Guru menugaskan untuk membuat kalimat sederhana tentang <i>sholat magrib</i>.
Kegiatan penutup (5 Menit)
<ol style="list-style-type: none"> 1. Guru menyampaikan kesimpulan mengenai pembelajaran. 2. Guru memberikan penguatan berupa motivasi dan wejangan. 3. Menutup kegiatan pembelajaran dengan membaca doa.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI

Materi Pokok : *Making simple sentence about "friends"*

Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi yang dikirim Guru melalui grup Whatsapp, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dalam mendeskripsikan seseorang.

B. Model Pembelajaran

Teacher - Students.

C. Media/Sumber Belajar

1. Picture Grid
2. Whatsapp
3. Laptop, Speaker, Buku Bahasa Inggris XI, Kemendikbud, Tahun 2017

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran, dan siswa mengisi daftar hadir. 2. Guru menjelaskan gambaran terkait materi <i>multimedia Islamic English Module</i>.
Kegiatan Inti (35 Menit)
<ol style="list-style-type: none"> 1. Guru menjelaskan materi tentang tentang Puasa. 2. Guru membagikan <i>Picture Grid</i>. 3. Guru menginstruksikan kepada siswa untuk mengikuti <i>rules of the groupchat</i>. 4. Guru menugaskan untuk membuat kalimat sederhana mengenai Teman karib masing-masing siswa.
Kegiatan penutup (5 Menit)
<ol style="list-style-type: none"> 1. Guru menyampaikan kesimpulan mengenai pembelajaran. 2. Guru memberikan penguatan berupa motivasi dan wejangan. 3. Menutup kegiatan pembelajaran dengan membaca doa.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI

Materi Pokok : *Pillars of Islam* (Puasa)

Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi yang dikirim Guru melalui grup Whatsapp, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dalam mendeskripsikan seseorang.

B. Model Pembelajaran

Teacher - Students.

C. Media/Sumber Belajar

1. Picture Grid
2. Whatsapp
3. Laptop, Speaker, Buku Bahasa Inggris XI, Kemendikbud, Tahun 2017

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
<ol style="list-style-type: none"> 1. Melakukan pembukan dengan salam pembukan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir. 2. Guru menjelaskan gambaran terkait materi <i>multimedia Islamic English Module</i>.
Kegiatan Inti (35 Menit)
<ol style="list-style-type: none"> 1. Guru menjelaskan materi tentang tentang Puasa. 2. Guru membagikan <i>Picture Grid "Sahur"</i>. 3. Guru menginstruksikan kepada siswa untuk mengikuti <i>rules of the groupchat</i>. 4. Guru menugaskan untuk membuat kalimat sederhana tentang <i>Buka Puasa</i>.
Kegiatan penutup (5 Menit)
<ol style="list-style-type: none"> 1. Guru menyampaikan kesimpulan mengenai pembelajaran. 2. Guru memberikan penguatan berupa motivasi dan wejangan. 3. Menutup kegiatan pembelajaran dengan membaca doa.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI

Materi Pokok : *Making simple sentence about "Masjid"*

Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi yang dikirim Guru melalui grup Whatsapp, peserta didik dapat, diharapkan untuk Memahami apa yang disampaikan dalam mendeskripsikan seseorang.

B. Model Pembelajaran

Teacher - Students.

C. Media/Sumber Belajar

1. Picture Grid
2. Whatsapp
3. Laptop, Speaker, Buku Bahasa Inggris XI, Kemendikbud, Tahun 2017

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembukaan, dan berdoa untuk melalui pembelajaran, dan siswa mengisi daftar hadir. 2. Guru menjelaskan gambaran terkait materi <i>multimedia Islamic English Module</i>.
Kegiatan Inti (35 Menit)
<ol style="list-style-type: none"> 1. Guru menjelaskan materi tentang tentang Puasa. 2. Guru membagikan <i>Picture Grid "Meccah"</i>. 3. Guru menginstruksikan kepada siswa untuk mengikuti <i>rules of the groupchat</i>. 4. Guru menugaskan untuk membuat kalimat sederhana mengenai <i>Masjid</i>.
Kegiatan penutup (5 Menit)
<ol style="list-style-type: none"> 1. Guru menyampaikan kesimpulan mengenai pembelajaran. 2. Guru memberikan penguatan berupa motivasi dan wejangan. 3. Menutup kegiatan pembelajaran dengan membaca doa.



SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Fadliyah R. Muin, S.Pd.I., M.Pd.
 Jabatan/Pekerjaan : Asisten Ahli
 Instansi Asal :

Menyatakan bahwa soal *post-test* dengan judul:

The Effectiveness of Using Picture Grids of Multimedia Islamic English Module to Increase Students' Writing Skills through Whatsapp

dari mahasiswa:

Nama : Muh Jatri Pratama
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 18 0202 0131

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....

.....

.....

.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Patopo, 17 Maret 2022

Validator,

Fadliyah R. Muin, S.Pd.I., M.Pd.

NIDN: 2001018701

*coret yang tidak perlu

KUESIONER PENILAIAN AHLI MATERI

a. Data Responden

Nama : Ermawati, S.Pd.I., M.Hum.
 Umur : -
 Jenis kelamin :
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Profesor
 Pengalaman mengajar : ☐ 0,2 tahun
 ☒ 2-4 tahun
 ☐ 4-6 tahun
 ☐ > 6 tahun

b. Table Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi materi dalam bahan ajar <i>picture grid</i> dengan kebutuhan siswa MAN <i>Padang</i>		✓			
2.	Kedalaman materi dalam bahan ajar <i>picture grid</i> memadai.		✓			
3.	Keaslian isi materi dalam bahan ajar <i>picture grid</i> memadai.		✓			
4.	Isu-isu terbaru didalam bahan ajar <i>picture grid</i> secara menarik.	✓				

Rangkuman kualitatif:					
B. Bahasa					
5.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa.	✓			
6.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓			
7.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.		✓		
8.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.		✓		
C. Desain dan Layout					
9.	Tampilan materi jelas.		✓		
10.	Tampilan materi menarik.		✓		
11.	Ukuran huruf sesuai.		✓		
12.	Jenis huruf sesuai.		✓		
13.	Jarak spasi sesuai.		✓		
14.	Penggunaan tanda baca benar.		✓		
Rangkuman kualitatif:					

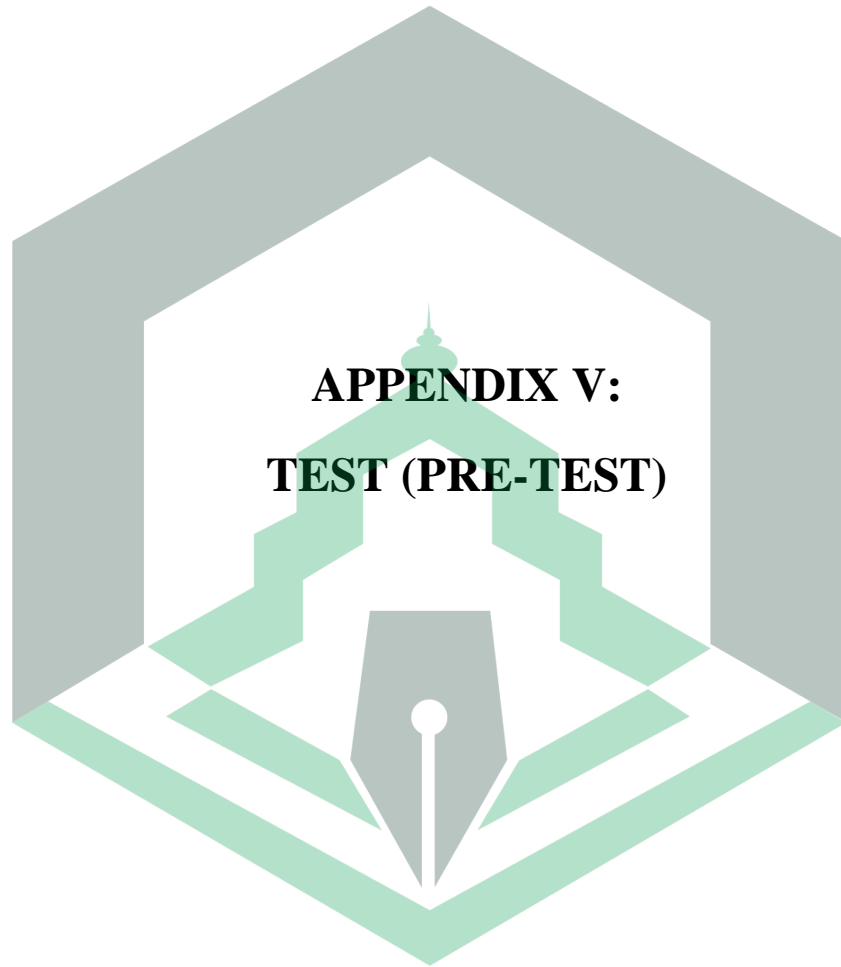
A. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 17 Maret 2022

Penilai Kelayakan,
Ermanah, S.Pd., M.Hum



RESEARCH INSTRUMENT PRE-TEST

Name : Nur Hikmah

Class : XI MIA 2

Reg.Num : 005087943

S4

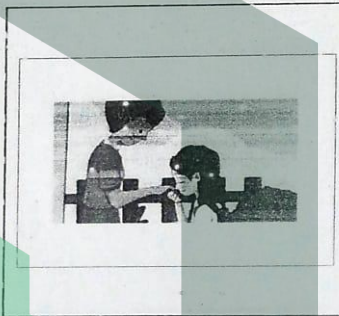
Please describe each picture below, one picture one sentence.

1



Inci go to school on ~~25~~ Monday,
25, february.

2



Inci then ^{saw} goodbye to
his parents

3



Inci to school brought by
his father

4



at school, Inci study with
his friends

RESEARCH INSTRUMENT PRE-TEST

Name : Halisa Fitri

Class : XI MIPA 2

Reg. Num : 3043145143

53

Please describe each picture below, one picture one sentence.

1



Lisa go to school on monday
25 february

2



and then say goodbye
to his parents

3



then her parents escorted
her and said goodbye

4



until she go to school she
stucked with her friends

RESEARCH INSTRUMENT PRE-TEST

Name : Inci Pratistha

Class : XI MIPA 2

Reg. Num : 0044525070

50

Please describe each picture below, one picture one sentence.

1



Nur Hikma go to school on Monday
23 february

2



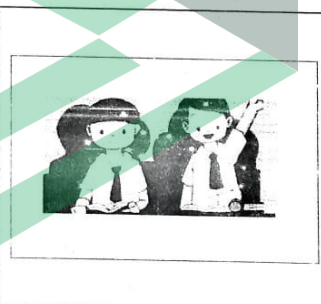
Nur hikma then ~~saw~~ said say
goodbye to his parents

3



Nur hikma to school
brought by his father

4



at. ~~see~~ school, Nur
hikma study with his
friends

RESEARCH INSTRUMENT PRE-TEST

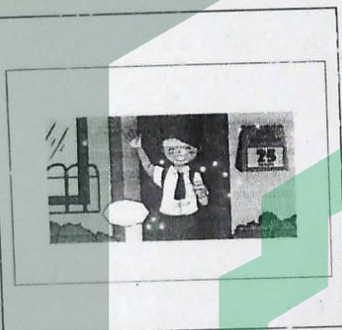
Name : Zara Aulia

Class : XI MIPA 2

Reg.Num :

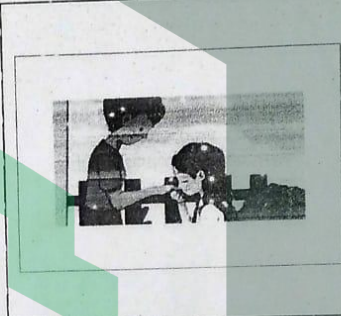
Please describe each picture below, one picture one sentence.

1



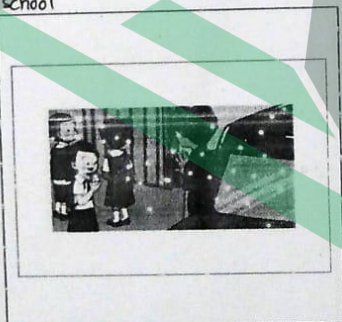
One day, in the morning of Monday,
February 25, a girl wants to go to
school

2



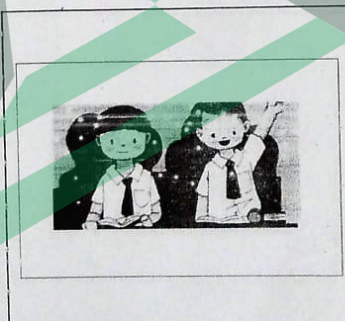
Before leaving for school, she
said goodbye to his mother

3



Then she went to school with
his father by car

4



at school she studied with
his friends.

RESEARCH INSTRUMENT PRE-TEST

Name : Andi Syadia Arsyam

Class : XI. IPA. 2

Reg. Num :

(59)

Please describe each picture below, one picture one sentence.

1



On February 25, 2019, on Monday, there was a girl from an elementary school who was going to school.

2



Before leaving for school the girl said good bye to her parents.

3



then the girl went to school which was escorted by her father by using a blue car.

4



the girl entered the classroom and sat with her classmate while listening to the lesson.

RESEARCH INSTRUMENT PRE-TEST

Name : M. Ariel Anugrah P.A.

Class : XI MIPA 2

Reg. Num :

46

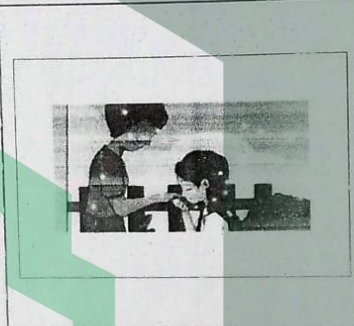
Please describe each picture below, one picture one sentence.

1



Tata goes to school on
Monday, February 25, 2019

2



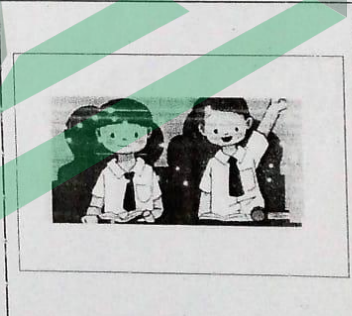
before she left first she
said goodbye to his mother

3



he goes to school with his
father in a car, then meets his
friends and goes to class together

4



In class he sits with
a girl friend

RESEARCH INSTRUMENT PRE-TEST

Name : A.MUH. QHABIR AFU ABRAHMAN-H

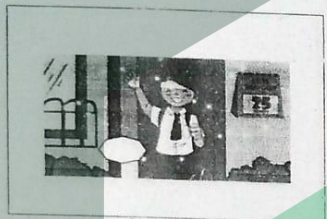
Class : XI MIPA II

Reg.Num :

45

Please describe each picture below, one picture one sentence.

1



Riri goes to school on
monday February 25, 2016

2



and then riri shook hands
with her mother to go to school

3



then riri waved to her father
who had taken her to school

4



in class riri sits reading
a book with her girl friend



RESEARCH INSTRUMENT POST-TEST

Name : Andi Muh kabir

Class : XI MIPA 2

Reg.Num :

Please describe each picture below, one picture one sentence.

1



Today I awakened at 05.00,
today is extremely unique in
light of the fact that Eid Al-Fitr.

2



I'm wearing another shirt and
a green cap, a gift from my mom.

3



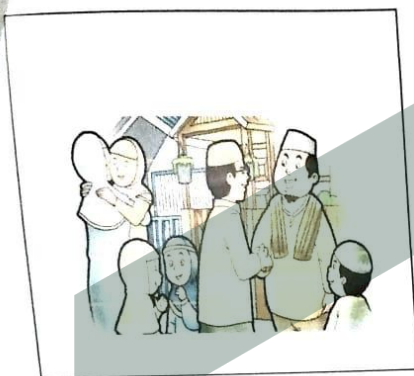
we went to mosque to perform
Eid prayers.

4

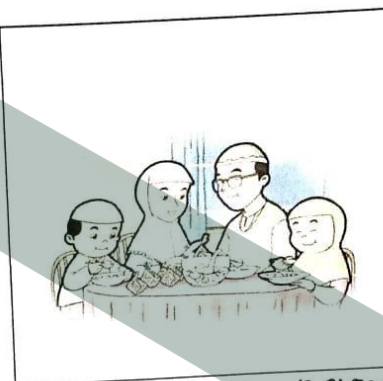


In the ~~exceptionally~~ ~~glad~~
~~not~~ execution of Eid Supplications,
individuals dress perfectly.

6



We are exceptionally glad
to meet different families.



Mother's cooking is excep-
tionally flavorful on Eid
Al-Fitr.

RESEARCH INSTRUMENT POST-TEST

Name : MWH. Fhaqy Maulana

Class : XI MIPA 2

Reg.Num :



Please describe each picture below, one picture one sentence.

1



I'm wearing a green shirt
and cap that my mother bought
This morning I'm very enthu-
siastic because today is Eid day

2



I'm wearing a green shirt
and cap that my mother bought

3



together we walked to the
mosque to perform Eid prayers.

4

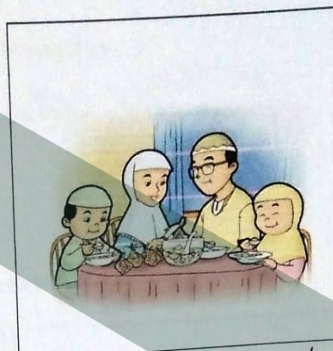


this time we are praying in
the field around the mosque



I am very grateful for being
able to gather and meet other
families.

6



We also enjoy the food
served by mother.

RESEARCH INSTRUMENT POST-TEST

Name : Fauzia Rezky Khalifah

Class : XI mipa 2

Reg.Num :

Please describe each picture below, one picture one sentence.

1



this morning very
special, because today
is Eid day

2



the shirt and cap
i'm wearing is very nice,
it's a gift from mom

3



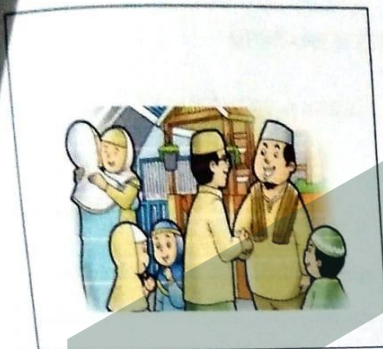
we walked together
to the mosque for
Eid prayer

4



people are seen
wearing very neat
clothes to carry out Eid
prayers

6



I feel very grateful
because we can gather
as a family and forgive
each other



mom cooked a very
special meal this Eid

RESEARCH INSTRUMENT POST-TEST

Name : MUHAMMAD FAHRIL

Class : IX MIPA 2

Reg. Num :

84

Please describe each picture below, one picture one sentence.

1



This morning I woke up at
as today is very special because
it's Eid al-Fitr

2



I'm wearing a new shirt and
green cap a gift from my
mother

3



we went to the mosque
to perform Eid prayers

4



in the implementation of
Eid prayers people dress
very neatly

6



we are very happy to
meet ~~of~~ other families



mom's cooking is very
~~or~~ delicious on Eid al
Fitr

RESEARCH INSTRUMENT POST-TEST

Name : Andi Syadza Arsyam

Class : XI IPA 2

Reg.Num :

93

Please describe each picture below, one picture one sentence.

1



Present me alif, I awaken at 05.00 for the morning supplication. Today I am exceptionally cheerful in right of the fact that today is Eid day.

2



mother got me another dress and a green cap.

3

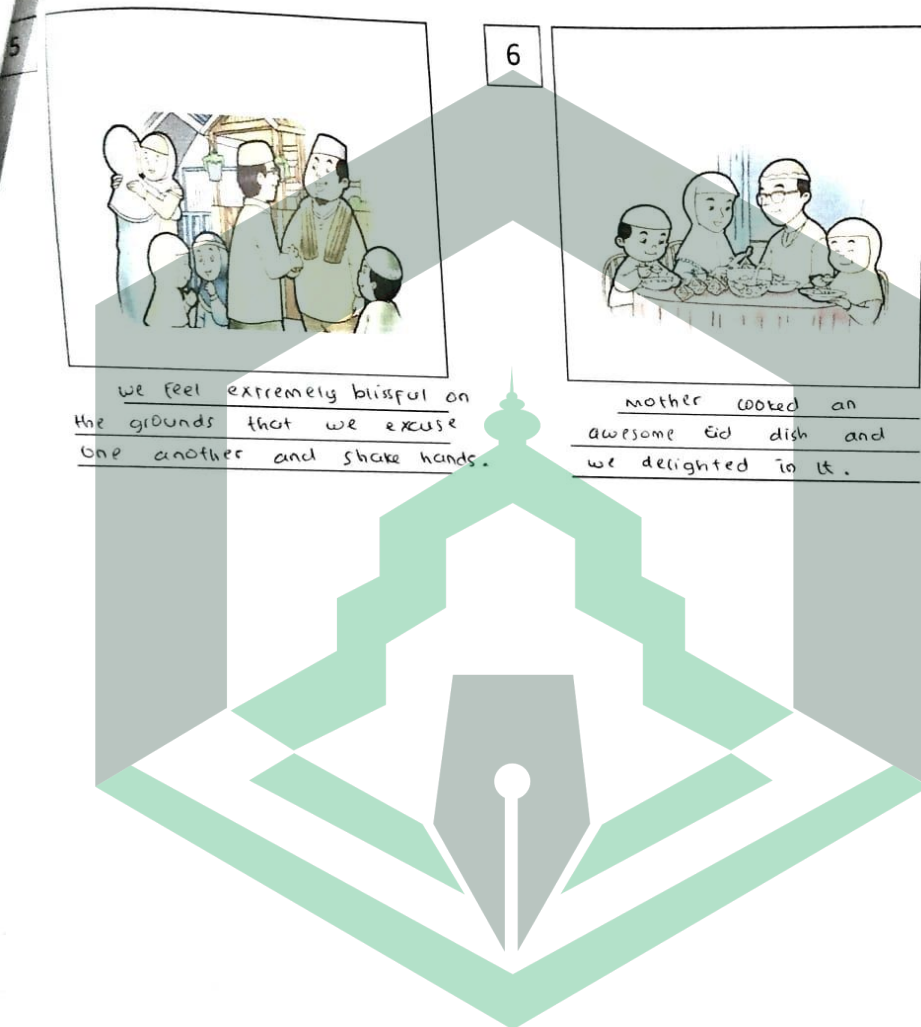


we went as a family to supplicate Eid al-fitr at the closest mosque.

4



we complete Eid supplicate in field around the mosque.



RESEARCH INSTRUMENT POST-TEST

Name : Halisa Fitri

Class : XI MIPA 2

Reg.Num : 3043145143

Please describe each picture below, one picture one sentence.

1



Today is extremely exceptional. In
light of the fact that today is Eid
day

2



The shirt and cap i'm wearing
is exceptionally great. It's a gift
from mother

3

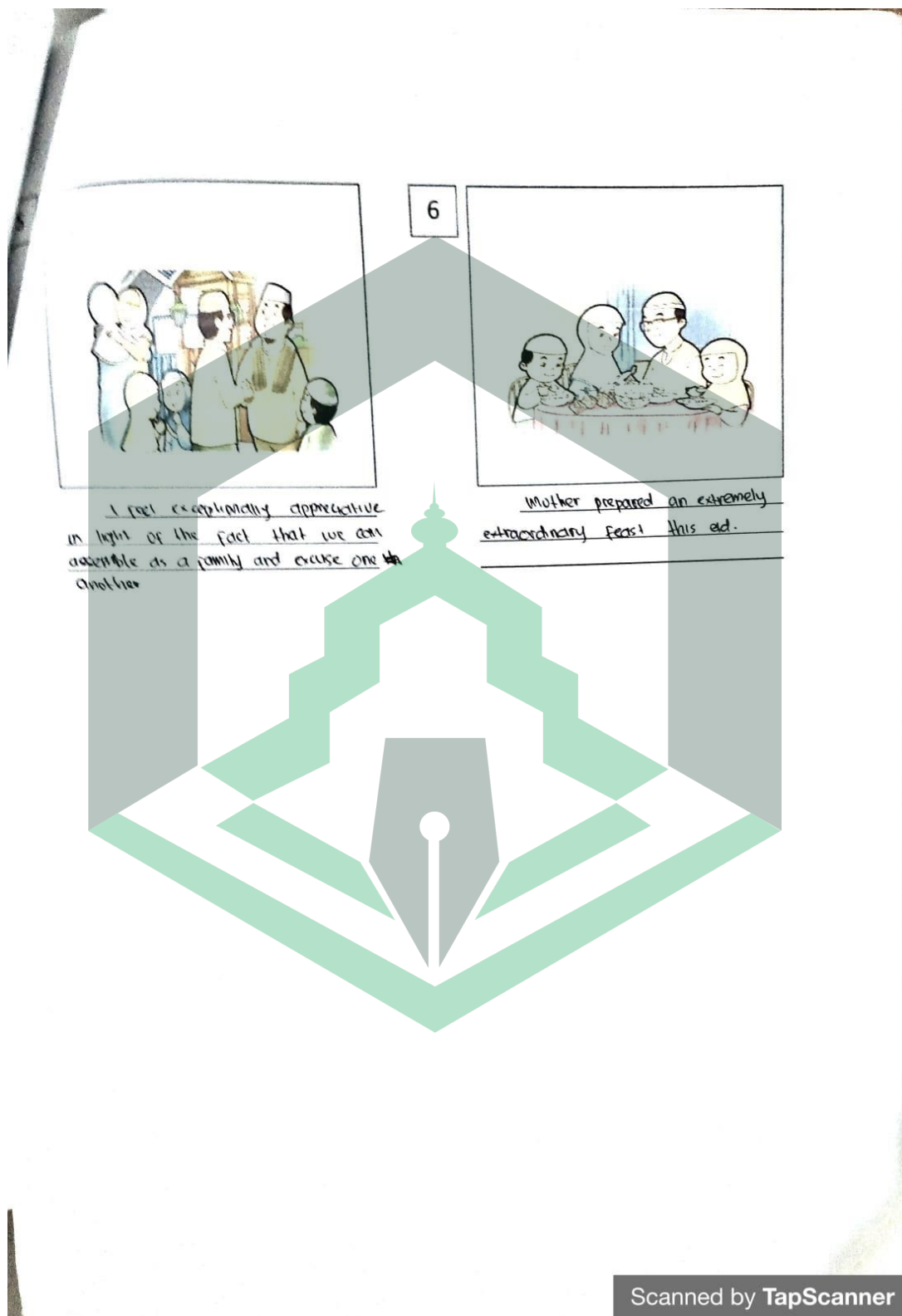


We strolled together to the
mosque for eid supplication

4



Individuals are seen wearing
exceptionally slick garments to do
eid petitions



RESEARCH INSTRUMENT POST-TEST

Name : Nini Ratikasari

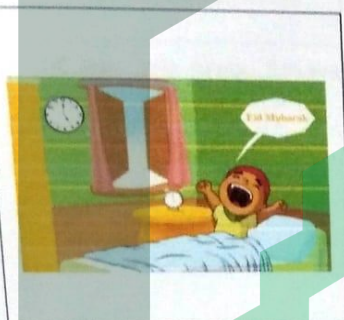
Class : XI MIPA 2

Reg. Num :

03

Please describe each picture below, one picture one sentence.

1



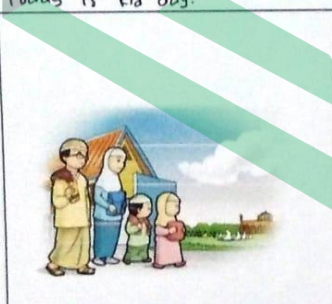
Introduce me Alif, I wake
up at 05:00 for the morning
Prayer. Today I am very happy because
Today is Eid day.

2



Mom bought me a new dress
and a green cap

3

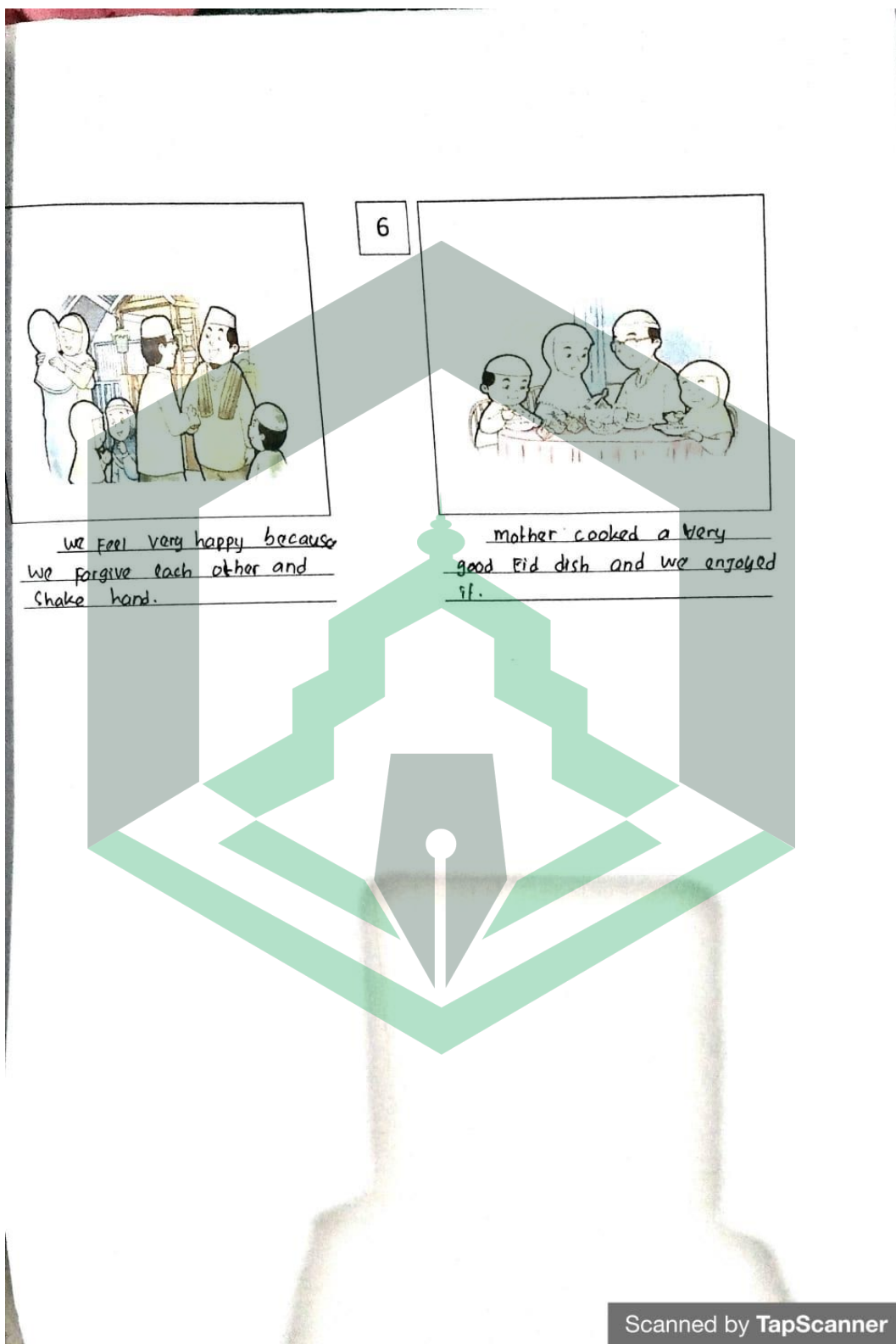


we went as a family to pray
Eid at-Fitr at the nearest
mosque

4



we carry out Eid prayers in
the field around the mosque







Picture 1

The researcher did the pre-test



Picture 2

The researcher did the first treatment



Picture 3

The researcher did the second and the third treatment



Picture 4

The researcher did the fourth treatment



Picture 5

The researcher did the post-test

