

## CHAPTER IV

### RESULT AND DISSCUSION

#### A. Need analysis

A needs analysis was carried out to address the problems that exist in learning English to determine the initial condition of students.

From this activity, the following data were obtained:

1. Lesson plan to determine student learning and lack of student activity in class due to monotonous or unstructured learning.
2. Observing the learning model used is still not effective because many students do not understand the material given by the teacher.
3. The ability of students to accept and understand the material presented different, so there are students who have difficulty understanding ingredients.
4. Students are not focused on learning during learning due to a lack of enthusiasm for learning English. This can be seen from the observations of students during education.

From the above conditions, it can be interpreted that this incident can affect the learning outcomes achieved by students. Many

students can reach the minimum learning completeness standards that have been determined because the learning objectives are not completed properly. concluded that English lessons do not become effective, and it will be more interesting if more strategies and media are used innovative that makes it easy for students to learn and can be used.

Based on needs and condition analysis, and after running through the stages of discussion with the English subject teacher, researchers will develop teaching materials using sequential strategies for class X English subjects at MA Al Ihsan.

## **B. Description of Product**

The development of learning media materials in class XI English lessons is designed according to the stages previously described. The results of each stage of development include:

### **1. Determination of Core Competencies and Basic Competencies**

Core competencies and basic competencies are taken from the syllabus in class X English subjects. Then the researcher discussed with the subject teacher to develop the material to be taken, while the material to be taken is about the descriptive text.

## 2. Designing materials and media

Design media designs are created by developers, whereas developers do the material design with an English class X teacher at MA Al-Ihsan. That the design results are as follows:

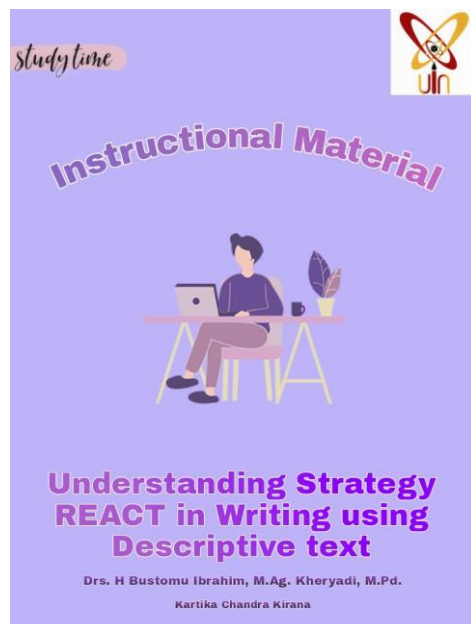
- a. Material to be delivered is descriptive text.
- b. Select the material or content to be included in the media teaching material. The material to be included is made by yourself but is consulted first with the teacher.
- c. Select the image to be displayed in the teaching materials. he took the picture on google and then edited it in word. In our teaching materials, we use pics art and expression.

## 3. Media production

Select the image to be displayed in the teaching materials. he took the picture on google and then edited it in word. In our teaching materials, we use pics art and expression.

## a. Cover view

The cover page is the first page.



## b. Table of contents

On the page after the cover, the user will be shown a table of contents to find out what the components are in the file.

The cover page is the first page.

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### c. Meaning of Descriptive text



#### What Is Descriptive Text?

In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Descriptive text is the text about the way of things, people, or places. In descriptive texts, the students can use imagination and percept-kive sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject.

#### Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

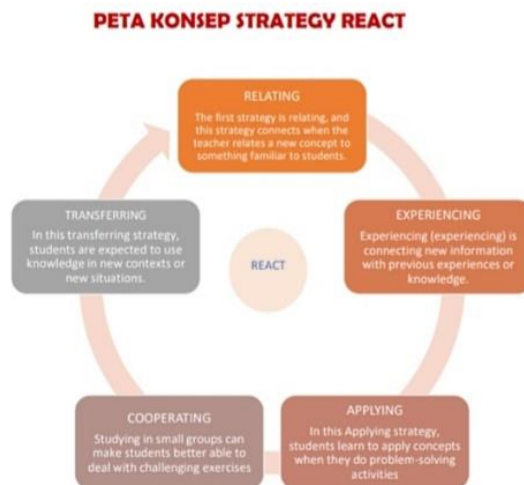
# **Identification:** (contains about the introduction of a person, place, animal or object will be described.)

# **Description:** contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.



### d. Concept maps

Concept maps make it easier to understand



e. Basic competencies and learning objective view

INTRODUCTION

A. Module identity

Subject : English  
 Class : X  
 Time Allocation : 8 x 90 Minutes  
 Module title : React strategy using Descriptive text

B. Basic Competencies

Basic competencies	Indicator
3.4 Distinguishing social function, structure text, and some linguistic elements spoken and written descriptive text with give and ask for information related to tourist attractions and buildings famous historical, short and simple, according to context use.	3.4.1 Determine the social function of descriptive text related to tourist attractions. 3.4.2 Analyzing the structure of the related descriptive text tourist attraction. 3.4.3 Finding linguistic elements in the form of descriptive text related to tourist attractions. 3.4.4 Resume related simple descriptive text tourist attraction.
4.4 Descriptive text 4.4.2 Compiling oral descriptive texts and write, short and simple, related tourist attractions and buildings famous historical, with pay attention to social functions text structure, and linguistic elements, correctly and in context	4.4.2.1 Creating simple descriptive text, related tourist attraction 4.4.2.2 Presenting descriptive text orally related to tourist attractions

f. Descriptive of material for text

C. Description of the material

This learning activity will discuss descriptive texts related to real events, such as science. To study descriptive text so that it is easy to understand, we will use the react strategy to practice writing in English. For more details, let's learn.



D. Instructions for Using the Module

This module is divided into 4 parts, namely:



To make it easier for you to study this module, pay attention to the following:

- Read this module carefully
- Read other references that can increase your knowledge and insight into the material about descriptive text and react strategy
- Do each exercise according to the instructions given
- Consultation with teachers, friends, and other people who can help you when you have difficulties
- Use a dictionary when needed.

### g. Learning material

This learning material is to find out the activities that children will do when learning takes place.


**E. Learning Materials**  
This module is divided into four learning activities and includes material descriptions, practice questions, and evaluation questions.

**Learning Activity 1:** In learning activity 1, material about social functions, text structure, and linguistic elements and descriptive text related to science will be discussed using learning with react strategy and given a post-test

**Learning Activity 2:** In learning activity 2, the material that has been discussed in learning activity one will be reviewed, and then you will be taught to write in English using the react strategy with five stages of practice and given a second descriptive text so that they understand

**Learning Activity 3:** In learning activity 3, the previous material will be reviewed, and the Students given learning to write in English using react strategy using descriptive text

**Learning Activity 4:** In learning activity 4, children will be given a post-test related to previous learning to understand what has been taught.



The following is a brief description of the descriptive text material.

- Functions boast : Sell, introduce, identify, describe
- Text structure : Identification, properties, function, benefits, actions, habits,
- Linguistic elements ; - Vocabulary and terms related to tourism, etc.
  - Adverbs related to traits such as quite, very, extremely, etc.
  - Declarative and integrative sentences in the correct tenses.
  - Nominal and singular plural correctly with or without a, the, this those, my, their, etc
- Topic : Description of science text

### h. Material contents

After the introduction, the user will be presented with pages that contain material that students can learn.

## LEARNING ACTIVITIES 1

## A. Learning Objectives

After learning activity 1, you are expected to be able to:

1. identify social functions, text structure, and linguistic elements of descriptive text related to react strategy according to the context of its use 2. identify various expressions 3. apply social functions, text structures, and elements descriptive text related to react strategy according to the context of its use.

## B. Material Description

In learning activity 1, you will read and study descriptive text examples. Let's start our learning activities by understanding descriptive text and react strategy.


## Read and pay attention to the text

**Mount Rinjani**

Mount Rinjani or Gunung Rinjani is an active volcano in Indonesia on the island of Lombok. Administratively the mountain is in the Regency of North Lombok, West Nusa Tenggara (Indonesian: Nusa Tenggara Barat, NTB). It rises to 3,726 metres (12,224 ft), making it the second highest volcano in Indonesia.

On the top of the volcano is a 6-by-8.5-kilometre (3.7 by 5.3 mi) caldera, which is filled partially by the crater lake known as Segara Anak or Anak Laut (Child of the Sea) due to blue color of water lake as Laut (Sea). This lake is approximately 2,000 metres (6,600 ft) above sea level and estimated to be about 200 metres (660 ft) deep; the caldera also contains hot springs. Sasak tribe and Hindu people assume the lake and the mount are sacred and some religious activities are occasionally done in the two areas. On 31 October 2015, Mount Rinjani started erupting again.

Sumber : <https://www.kuliabahasainggris.com/contoh-descriptive-text-rinjani-mountain-dalam-bahasa-inggris-beserta-artinya/>



After reading the text, implement the REACT strategy. As explained by the teacher, the method relates, for example, do you know about volcanic eruptions? Experiencing like whether

## LEARNING ACTIVITIES 2

## A. Learning Objectives

After learning activity 2, you are expected to be able to:

1. Use the React strategy
2. Answer questions and write critically

## B. Material Description

After participating in the first lesson, students are asked to focus more on studying this descriptive text by using the REACT strategy.

**Cactus**


Cactus plants are generally green and prickly. Cactus is a unique plant. This plant has stems which are different from other plants. It has soft stems because the water are stored in it.

Unlike other plants, cacti have leaves in form of spines. When other plants use their leaves for photosynthesis, cacti turn their leaves into spines to reduce the water loss in hot weather.

This is because the surface of the spines is narrow or small so that evaporation is minimal. Therefore, it can survive for a long time without water.

To get water, a cactus has roots which spread sideways so that it quickly gets water in the soil. The roots will widen during the rainy season, then the water from the soil will be transported to the body for storage. When the weather gets very hot and the soil dries up, it cuts off its root.

Sumber : <https://www.kompas.com/skola/read/2020/11/05/151354569/contoh-descriptive-text-tentang-hewan-dan-tumbuhan>





## LEARNING ACTIVITIES 3

## A. Learning Objectives

After learning activity 3, you are expected to be able to:

1. Use the React strategy
2. Answer questions and write critically
3. Able to answer and create their resume through the strategy stages of react .

## B. Material Description

After participating in the Second lesson, students are asked to focus more on studying this descriptive text by using the REACT strategy. Students must understand to make student' critical writing results


**Kuta beach**

Kuta Beach is located on the western side of the island's narrow isthmus and is considered Bali's most famous beach resort destination. Kuta Beach is also minutes away from the Ngurah Rai International Airport in Tuban. The nearby resorts of Tuban, Legian and Seminyak are all within close walking distance.

Once a simple, rustic and quiet fishing village, Kuta Beach has witnessed a transformation over the past years due to the rise of various accommodations, dining and shopping options. The rapid growth owes much to visitors, beachcombers and art lovers from nearby Australia.

Expatriates also helped pioneer surfing in Kuta, as well. Although a rather frenzied traffic scene has become commonplace here, Kuta Beach continues to attract thousands of visitors every year with its unique charm. During the peak season from July to August and the holiday season for Christmas and New Year, Kuta Beach is regularly fully-booked by travellers looking forward to a pleasant and affordable Bali escape.

Sumber: <https://www.katabahasainggris.com/2015/03/contoh-descriptive-text-about-kuta-beach-dan-artinya-terbaru-2015.html?m=1>



## LEARNING ACTIVITIES 4

## A. Learning Objectives

After studying All activities, you are expected to be able to:

1. Use React strategy
2. Answer questions and write critically
3. Able to answer and create a resume through the stages of the react strategy
4. Obtain and be able to implement this React strategy in writing.


## B. Material Description

After following this step-by-step lesson, students are asked to write using the React strategy.

**Elephant**

Elephant is a herbivor animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via tha knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

Sumber: <https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1>




## i. Glossary

This glossary was created to find out the terms that are rarely known.

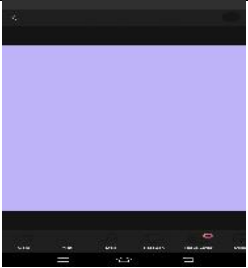


<b>GLOSARIUM</b>	
Relating	: Mengkaitkan
Experiencing	: Mengalami
Applying	: Menerapkan
Cooperating	: Bekerjasama
Transferring	: Mentransfer
Volcanic Eruption	: Erupsi Vulkanik
Plate boundary	: Batas Lempeng
Approximately	: Sekitar
Spurtd	: Sempuran
Bowl	: Mangkuk
Plants	: Tanaman
Experience	: Pengalaman
Hairless skin	: Kulit Tidak Berbulu
Absorb	: Menyerap
Kuta Beach	: Pantai kuta
Beachcombers	: Pecinta pantai
Green plants	: Tanaman Hijau
Water molecules	: Molekul air



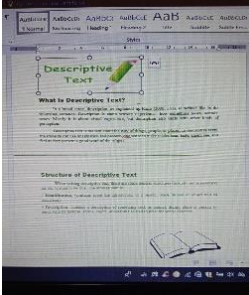
## j. References

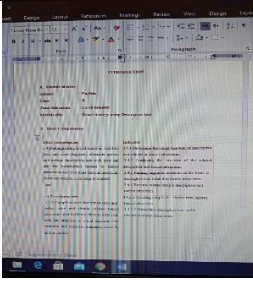
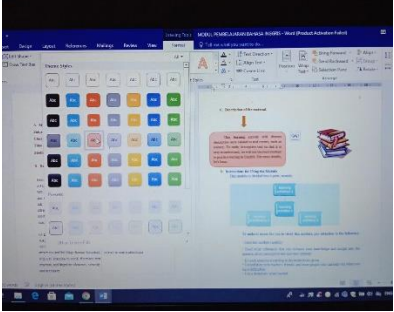

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Abu Raheem Bilqies Olaynka. ""Effect of Instructional Material on Secondary Schools Students' Academic Achievement in Social Studies in Ekiti State, Nigeria."." <i>World Education</i> 6, no. 3 (2016): 1.	
Anggun, Shafira Khairina. "An Analysis of Descriptive Text In English Text Book Using Transitivity System (A Case Reading Passages)." <i>English and Educational</i> 4, no. 1 (2016): 2.	
<a href="https://www.kuliahbahasainggris.com/contoh-descriptive-text-rinjani-mountain-dalam-bahasa-inggris-beserta-artinya/">https://www.kuliahbahasainggris.com/contoh-descriptive-text-rinjani-mountain-dalam-bahasa-inggris-beserta-artinya/</a>	
<a href="https://www.kompas.com/skola/read/2020/11/05/151354569/contoh-descriptive-text-tentang-hewan-dan-tumbuhan">https://www.kompas.com/skola/read/2020/11/05/151354569/contoh-descriptive-text-tentang-hewan-dan-tumbuhan</a>	
<a href="https://www.katabijakbahasainggris.com/2015/03/contoh-descriptive-text-about-kuta-beach-dan-artinya-terbaru-2015.html?m=1">https://www.katabijakbahasainggris.com/2015/03/contoh-descriptive-text-about-kuta-beach-dan-artinya-terbaru-2015.html?m=1</a>	
<a href="https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1">https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html?m=1</a>	



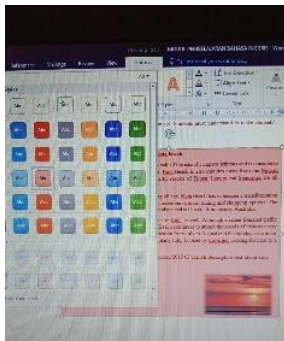
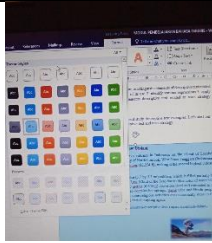
### C. Media Creation Process

No	Display	Description
1.		<p>The first thing we do is open the pics art application then select the background menu and I choose purple background</p>
2.		<p>Choose an image in the sticker section</p>
3.		<p>Choose a letter to create a title using the Archivo Black font.</p>

<p>4.</p>			<p>After editing the letters then enter the uin logo</p>
<p>5.</p>			<p>then use the sticker again to make it more interesting</p>
<p>6.</p>			<p>Discussion about a descriptive text is taken from a journal and edited in Ms word using the font Arial black 16 and times new roman 12</p>

7.		<p>in the discussion, section, using word and design using a table color orange font times new roman 12 dark brown and orange.</p>
8.		<p>The material described here uses the theme styles format, orange, brown, and blue, white letters, and there are pictures of books to make it more interesting.</p>
9.		<p>Learning material is made using pink theme colors add pictures of times new romans font.</p>

10.



In the material section, it is made using the green, blue, orange, and white theme style format. and insert a picture and then the material taken from the existing internet

#### **D. Description of Expert Validation Result**

After the product design development of the teaching material module learning media, consultation is carried out for product validation and expert revision. Consultation about the product to be tested with Experts were conducted to get comments, suggestions and approval so that so that the initial product design becomes an appropriate learning media usable product.

Expert validation of this product was obtained from: (1) Dr. H. Abdul Muin, S.Ag.,M.M, as an expert in English material (Lecturer English at UIN Sultan Maulana Hasanuddin Banten), (2) Iman Wahyudi M. Kom as a media expert (Lecturer of Media Expert and Lecturer at Rumah Jurnal UIN Sultan Maulana Hasanuddin Banten). Suggestions and input from experts used as a guide to correct deficiencies found in the develop learning media modules. This is done to get product feasibility if implemented on a large scale. Input and suggestions from these experts are as follows:

1. the aspect of the module is less attractive because of the few images. The text is improved again.

2. The learning media is appropriate. It just has to be more interactive when learning takes place.

a. Material expert validation data

The validation provided by Dr H. Abdul Muin, S.Ag., M.M as an Lecturer of English at UIN Sultan Maulana Hasanuddin Banten. Materials experts use developer products, so that material experts can directly ask related questions products that are being developed and can directly provide input in the form of criticism and suggestions to developers who will later used as a guide and reference for revising the developed product. It The assessment in this study uses an assessment with a scale of 4 data obtained through filling in the validation given to material expert to assess the material contained in the product is being developed. Material assessment results experts can be seen from the following table:

**Table 4.1 Material expert validation result**

No	Indicator	Component	Criteria	Answer	
				Score	Category
1	Content	Interactional	The Material	5	Very



		objective	interesting for target user		good
		Content of material	Instructional Material achieves the goal of increasing students' understanding in writing.	4	Good
			The content material is flexible to be used in any situation and condition.	5	Very good
			The	5	Very

		Coverage of the material	Instructional Material is clear  The material support students centered learning	4	good  Good
			The coverage of material applies the student's critical in writing	5	Very good
		Descriptive Text	The material of Descriptive	5	Very good

			text is appropriate with student's ability		
			The example easy to understand	4	Good
			Quiz easy to understand	4	Good
			Using of word in text is famous to understand	5	Very good

2	Level of difficulty	Activities	The materials easy to understand target learner	5	Very good
			The materials Are appropriate with the material given	5	Very good
			The product can add new insight to the learning process	4	Good
			The product got interest and motivation to learn for target learner	5	Very good

<b>Score total</b>	65	
<b>Average</b>	$\bar{x} \frac{65}{14}$ $= 4.5$	Very good

From the assessment of each of the indicators above, it can be seen that The media developed has material that follows the curriculum, As evidenced by the score obtained is 5. While the material with basic competence scores 5, material clarity presented gets a score of 5, easy to understanding the material gets a 4. In terms of presentation of the material got a score of 5. The simplicity of the language used gets a score of 5, suitability of an example with the material gets a score of 5 and adequacy practice gets a score of 5. Convention results on data validated by material experts show that the e-module learning media developed has a very good category with an average score of 4.5.

b. The data of validation expert media

Iman Wahyudi M. Kom gave validation as a Media Lecturer and a lecturer at the journal house UIN Banten is an expert in media.

Media experts who correct the learning media are done directly. Then provide input in the form of criticism and suggestions to developers as a guideline for revising the developed product. Results of material expert assessment can be seen from the following:

**Table 4.2 Media expert validation result**

No	Indicator	Criteria	Answer	
			Score	Category
1.	Content	1. Is suitable for target user	5	Very good
		2. The material interesting for target user	4	Good
		3. It is relevance to English student levels	5	Very good
		4. Its relevance to the language function target	5	Very good

		5. The product helpful for teacher	4	Good
2.	Equipment	1. The size instructional material is enough	5	Very good
		2. The component of the Instructional Material looks uniform.	5	Very good
		3. The component of the Instructional Material is clear.	5	Very good
		4. The Instructional Material to be understood easily	5	Very good
		5. The media is easy to understand	5	Very good
3.	Media purpose	1. The Media is easy to use	5	Very good

		2. The use Media able to attract the student more interactive in learning	4	Good
		3. The use Media able to help teacher for teaching learning	5	Very good
		4. The purpose the media uses able to be achieved	5	Very good
<b>Score total</b>			67	
<b>Average</b>			$\bar{x} \frac{67}{14}$  = 4.7	Very good



The results of each of the indicators above show that the media developed is good and is declared worthy of testing. It is based on the assessment as outlined in the table above, where for the selection of type size 5, easy-to-use media gets a score of 5, and the book component looks uniform and gets a score of 4. The component from the book got a score of 4. The book can be understood easy to score 5, media goals got a score of 4, and media use can help teachers teach during learning to score 5 and the use of media can attract students to be more interactive during learning gets a score of 5. The convention results on the data show that the e-module learning media developed is a very effective good category with an average score of 4.7. very good criteria.

### **E. Description of Result Trials**

The trial was conducted 2 times, namely (1) the Preliminary field test and (2) the Main field test. The trial's purpose is to get responses and assessments from students on the developed media. The results of the trials of each stage can be seen in the following table:

**Table 1.7 Result of Main field test and Preliminary test**

No	Indicator	Score average		
		Pft	Mft	Average
1.	Interest in the teaching materials and strategies used.	4	4	4
2.	The ability of the strategy that is presented sequentially and systematically.	4	3	3,5
3.	Ease of understanding the material presented.	5	4	4,5
4.	Clarity of the language used.	3	5	4
5.	The ability of teaching materials to use strategies to increase students' motivation and writing in English.	5	5	5
6.	The usefulness of teaching materials with REACT strategy can be used for student learning.	5	4	4,5

7.	The benefits of teaching materials with the REACT strategy as student learning in writing English.	4	5	4,5
8.	The suitability of the image in discussing the strategy.	3	5	3,5
9.	Simplicity and clarity of the language used.	5	4	4,5
10	The effectiveness of the strategy for students.	5	5	5
11	The choice of type and font size is clear.	4	4	4
12	Ease of using the REACT strategy.	5	5	5
13	The stages are described in five stages in order.	4	4	4
14	Strategic determination is very appropriate.	4	4	4
15	The language used is easy to	5	5	5

	understand.			
<b>Total score average</b>				4,3
<b>Category</b>				Very good

The table above is the result of students' assessment of media testing. Interest in the teaching materials and strategies used 4. The ability of the strategy that is presented sequentially and systematically 3,5. Ease of understanding the material presented 4,5. Clarity of the language used 4. The ability of teaching materials to use strategies to increase students' motivation and writing in English 5. The usefulness of teaching materials with react strategy can be used for student learning 4,5. The benefits of teaching materials with the react strategy as student learning in writing English 4,5. The suitability of the image in discussing the strategy 3,5. Simplicity and clarity of the language used 4,5. The effectiveness of the strategy for students 5. The choice of type and font size is clear 4. Ease of using the REACT strategy 5. The stages are described in five stages in order 4. Strategic determination is very appropriate 4. The language used is easy to understand 5.

The results of the test results data above show that the learning media developed has a very good category with an average score of 4.3.

For the trial, it was carried out in class X with a total of 20 students. Students are given a previous achievement test (pre-test) and after (post-test) using the media module. This has been completed to determine the feasibility of the module media before use on a large scale. The test results can be seen in the following table:

**Table 4.3 Pretest and Posttest**

No	Name of student	Score	
		Pretest	Posttest
1.	Siti Syafira	57	76
2.	Astuti	77	98
3.	Adika	40	50
4.	Lilif	44	70
5.	Rizki	50	69

6.	Indah Sri	40	72
7.	Siti Mabsutoh	53	71
8.	Nuri	50	67
9.	Fauzi	56	70
10.	Santi Nur k	58	77
11.	Ayu Tyas	57	80
12.	Nurul Syarifah	60	83
13.	Nandini	50	75
14.	Mila	50	95
15.	Subhi	30	60
16.	Lintang Muhandis	40	71
17.	Iroh Mutiroh	50	89
18.	Fitriana	50	74
19.	Madtiyah	54	81
20.	Saiful Fajar	30	70

<b>Total</b>	<b>1024</b>	<b>1498</b>
<b>Average</b>	<b>49.6</b>	<b>74.9</b>

The results of the calculation of the t test, the t-grade is obtained 58,3 while the t table grade is 1,725 with ( $\alpha = 0.05$ ) or  $t \text{ test} \geq t \text{ table}$ . The test decision is  $H_0$  is rejected, so it can be concluded that the pre-test and post-test scores of the test class are not the same. The average obtained in the post-test results is 74,9 which is better than the pre-test results of 49,6 so it can be concluded that there is an increase in learning achievement after students use the e-module media.

#### **F. Module Effectiveness**

For pretest and post-test, data collection is carried out in class X Science pretest data collection is done by using give questions to students. Then the researcher teaches in the same way material using the media module. Provide student achievement tests and do the same practice questions between the pretest and post-test.

### 1. Item analysis

This step determines the quality of the goods to be purchased and used in achievement tests. The data taken is experimental data in class X IPA Number of questions tested is 5 items. From the analysis process using a written test, it is known that the item is declared valid if  $r$  count  $r$  table because there are as many as 20 respondents, the score of  $r$  count is 0.444. All the questions are valid, and it is concluded that the questions' validity is categorized as suitable for testing. After calculating the level of validity of the items, Difficulty Level Test aims to find out which item number you have a level of difficulty. Interpreted into 3 categories, namely, difficult, moderate, and easy, as follows:

**Table 4.4 Interpretation level of difficulty as follows:**

<b>Level of difficulty (LD)</b>	<b>Category</b>
$LD < 0.30$	Difficulty
$0.30 \leq LD \leq 0.70$	Neutral
$LD > 0.70$	Difficulty



The calculation results can be described in item number 3 with a difficulty index of 0.40 with a problematic category. On items numbers 2,4 and 5 with index 0.50-0.58 with Neutral type. In item 1 index is accessible. The calculation results can be seen in the table below:

**Table 4.5 Category level of difficulty**

No	Score	Index of difficulty	Category
1.	9	0,75	Easy
2.	7	0,58	Neutral
3.	7	0,40	Difficulty
4.	6	0,50	Neutral
5.	5	0,58	Neutral

2. Effectiveness Test (t-Test)

**Table 4.6 Effectiveness using t-test**

No	PRETEST	POSTTEST	$\bar{D}$	$(D-\bar{D})$	$(D-\bar{D})^2$
1	57	76	19	-6,1	37,21

2	77	98	21	-4,1	16,81
3	40	50	10	-15,1	228,01
4	44	70	26	0,9	0,81
5	50	69	19	-6,1	37,21
6	40	72	32	6,9	47,61
7	53	71	18	-7,1	50,41
8	50	67	17	-8,1	65,61
9	56	70	14	-11,1	121
10	58	77	19	-6,1	37,21
11	57	80	23	-2,1	4,41
12	60	83	23	-2,1	4,41
13	50	75	25	-0,1	0,1
14	50	95	45	19,9	396,01
15	30	60	30	4,9	24,01
16	40	71	31	5,9	33,04

17	50	89	39	13,9	193,21
18	50	74	24	-1,1	1,21
19	54	81	27	1,9	3,61
20	30	70	40	14,9	22,01
	<b>49,6</b>	<b>74,9</b>	<b>25,1</b>		<b>1,526,91</b>

$$SD = \sqrt{\frac{\sum(D - \bar{D})^2}{\sqrt{n-1}}} = \sqrt{\frac{\sum 1,526,91}{20-1}} = 2,256$$

$$SD = \sqrt{\frac{SD}{\sqrt{n}}} = \sqrt{\frac{2,256}{\sqrt{20}}} = 0,43$$

$$To = \frac{\bar{D}}{SD} = \frac{25,1}{0,43} = 58,3$$

The result of the t-test calculation is the t count  $\geq$  t table {tcount=58.3 ttable=1.725}. the test decision is H0 is rejected, so it can be concluded that both groups have different learning achievement results. Counting the result of the post-test score was higher with an average score of 74.9, while the pre-test score had an average score of 49.6, which is lower than the post-test mean score. Thus, it can be

concluded that learning achievements are achieved by using media modules with a better REACT strategy.

## **G. Discussion**

This part present of discussion of the research finding. There are two research question proposed in this study. The First discussion is Develop instructional materials in critical writing for students using the REACT strategy has many stages, namely using the ADDIE method, namely analysis, design, development, implementation and evaluation. the first step the author visited the school to see the state of the school made observations, discussed how the school was doing, surveyed the classroom, asked how the children learned English and then gradually invited the students to have an English dialogue and saw if they liked the language, and entered the class to designing learning using instructional materials with the REACT strategy stage and developing learning with several meetings with the text given to students, implementing and then evaluating what is lacking. The Writers used the REACT strategy steps for class X MA Al - Ihsan students by: REACT strategy First is, relating is the most powerful contextual learning strategy as well as the core of constructivism. Teachers are said to use a linking strategy when the teacher associates a new concept with

something familiar to students. The teacher helps connect what students already know with new information. Relating is an initial activity carried out by teachers in learning, namely appreciating or linking students' abilities with the knowledge they will receive. Second Experiencing (experiencing) is connecting new information with previous experiences or knowledge. The experience referred to here is what students experience during the learning process. Experiencing is also called learning by doing, through exploration (excavation), discovery (discovery), and invention (creation). Relating and experiencing are two strategies to improve students' ability to learn new concepts. But teachers must know when and how to integrate strategies in learning is not simple. Third in this Applying strategy, students learn to apply concepts when they do problem solving activities. The teacher must be able to motivate students to understand the concepts given with exercises that are more realistic and relevant to real life. So that the learning process can show students' motivation in learning concepts and students' understanding becomes deeper. Fourth the Cooperating Strategy Students who carry out learning activities individually are sometimes unable to show significant progress in solving problems. Learning in small groups, can make students better able to deal with

difficult exercises. They are better able to explain what they already understand to their group mates. To avoid having students not participating in group activities, refusing or accepting responsibility for group work. Last transferring strategy, students are expected to be able to use knowledge in new contexts or new situations. Learning is directed to analyze and solve a problem in everyday life by applying the knowledge they already have. After carrying out the stages of validity and testing that as previously explained, the REACT strategy-based Module learning media is feasible to use, it can be seen from the average rating in almost all stages show results with good or even very good categories. Based on observations during the study, the Module learning media was considered increase students' interest in learning English even though it is simple. The feasibility test of the Module learning media can be seen from the validation the results of material experts and media experts, where the average results media expert validation is 4.7, and the average results obtained from material expert is 4.5 Ratings from media and materials expert shows that the Module learning media is in the good category and worth testing. In tests on students, the average results the preliminary field test and the main

field test assessment are 4.3, it means that the learning media Module is also included in the very good category.

From the results of item analysis using text with a significant  $\{\alpha=0.05 \text{ r table} = 0.444\}$  with the provisions of the table r count value, it is declared valid. In item 1 the value of count is 0.456, then declared valid, item 2 is obtained with r count 0.57 then it is stated valid, item 3 is obtained with r count 0.474, then it is declared valid, item 4 obtained r count of 0.67, then it is declared valid, item number 5 is obtained with r count 0.75 then it is declared valid.

Module learning media is also able to increase effectiveness learning, this is indicated by the average obtained from the post-test scores of 74.9, this average value is higher than the pre-test value before using learning media module Average the pre-test score was 49.6. Thus, it can be concluded that the use of The learning media module in the field trial has met the very good category and has suitable for use in teaching English for class X MA AL-IHSAN.

Feasibility of the instructional material developed using the REACT strategy for grade X Students from the discussion above, it can be concluded that learning media teaching materials or modules can

help students learn English because it is easy for students to understand. Learning media modules can also help teachers bring teaching as a learning medium. With good learning conditions Fun, besides being easy to use, this media is also straightforward to make it, the teacher does not need to spend a lot of time to make it.