

**THE USE OF MEDIA MUSIC VIDEO TO IMPROVE STUDENTS'  
COMPETENCE IN WRITING SKILL**

*( A Pre-Experimental at Class X-2 of SMAN 7 Enrekang)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah  
University of Makassar in Partial Fulfillment of the Requirement for the  
Degree of Sarjana Pendidikan*

**ARMITA SARI RAHMAN**

**10535572313**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2017**





## **SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

**Nama** : **Armita Sari Rahman**

**NIM** : **10535 5723 13**

**Jurusan** : **Pendidikan Bahasa Inggris**

**Judul Skripsi** : **The Use of Media Music Video to Improve Students’  
Competence in Writing Skill**

Dengan ini menyatakan bahwa:

*“Skripsi yang saya ajukan di depan penguji adalah ASLI hasil karya saya  
sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.”*

Demikianlah pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar,     September 2017

Yang membuat pernyataan

Armita Sari Rahman

## **SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

**Nama** : **Armita Sari Rahman**

**NIM** : **10535 5723 13**

**Jurusan** : **Pendidikan Bahasa Inggris**

Dengan ini menyatakan bahwa:

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini, saya menyusunnya sendiri (tanpa dibuat siapapun)
2. Dalam menyusun skripsi ini, saya selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas
3. Saya tidak melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Dengan demikian perjanjian ini saya buat dengan sebenarnya dan penuh kesadaran

Makassar, September 2017

Yang membuat perjanjian,

Armita Sari Rahman



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Armita Sari Rahman  
Stambuk : 10535 5723 13  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : The Use of Media Music Video to Improve Students' Competence in Writing Skill  
Consultant I : Dr. H. Bahrin Amin, M.Hum

Day / Date	Chapter	Note	Sign
24/11-12	TV	Tahap pertama pembelajaran di pre. & posttest - score & kuantitatif	
27/11-17		Pelaksanaan	

Makassar, 2017  
Approved by:  
Head of English Education  
Department

Imini Kharati Svam, S.Pd., M.Pd  
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Armita Sari Rahman  
 Stambuk : 10535 5723 13  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : The Use of Media Music Video to Improve Students' Competence in Writing Skill  
 Consultant II : Saiful, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
20/10/17	IV	Reverse & Analysis of Thesis Part IV in Conclusion and Summary and Writing Introduction / Summary Conclusion	<i>[Signature]</i>
25/11/17	IV V	Check the Content and number in text → the first report revise the composition of the preliminary report	<i>[Signature]</i>

Makassar, 2017

Approved by:  
 Head of English Education  
 Department

*[Signature]*  
 Ummi Kharati Svam, S.Pd., M.Pd  
 NBM: 977 807

## ABSTRACT

**Armita Sari Rahman(10535572313). The Use of Media Music Video to Improve Students' Competence in Writing Skill:** A Pre-Experimental Research at Class X-2 of SMAN 7 Enrekang Kabupaten Enrekang. Skripsi of English Education at Faculty Teacher Training and Education of Muhammadiyah University of Makassar, 2017. Guided by Dr.H.Bahrn Amin,M.Hum and Saiful,S.Pd.,M.Pd.

This Research Objectives was to find out whether media music video can improve students competence in writing skill. Utilizing of music video as media in learning can help students shape an active mind, curious, and independent by strengthening confidence, ability expression and creativity.

To analyze the data, A Pre-Experimental design was employed. It involves at class X-2 of SMAN 7 Enrekang Kabupaten Enrekang. Data were obtained through pre-test and post test. Data analyze by using t-test

The findings showed that there was significant difference on the students competence in writing skill through media music video. The students mean score of pre-test experiment class was 56.36. Then in the post-test, the mean score of experiment class was 70.24. In other words, media music video can improve students competence in writing skill.

***Keywords: Media, Music Video, Writing Skill***



# MOTTO

*“Education Has A Bitter Root, But Fruit Sweet”  
(Aristoteles)*

*“Pain Makes You Think, The Thought Makes You Wise,  
Wisdom Makes Us Survive” (John Pattrick)*

***“ The Best Pathway Ever Treaded Upon Toward Success Is  
A Positive Outlook On Life” (Victor S Tiro)***

**ACKNOWLEDGEMENTS**

**ACKNOWLEDGEMENTS**



Alhamdulillah Robbil A'lamin, All Praise be to ALLAH SWT, who has blessed the researcher in completing this paper. Sholawat and Salam are given

upon our prophet Muhammad SAW who has guided us to the truth way and brought us to the real light of life.

The researcher is extremely grateful to the almighty ALLAH. She has blessed her with his power and strength at all this time until she can accomplish this *skripsi*. Without his blessing, the researcher realizes that she is not able to accomplish this *skripsi*.

His special gratitude goes to his beloved parents, Abd.Rahman and Amirah, for their all everlasting support and help all the time. Besides n of that, she would like to express his gratitude and his best appreciation to:

1. Rector of Muhammadiyah university of Makassar, Dr. H. Abd. Rahman Rahim, SE., M.M
2. Erwin Akib, S.Pd., Ph.D, The dean of teacher training and education
3. Ummi Khaerati Syam, S.Pd., M.Pd is Head of English Education Department of FKIP Unismuh Makassar , who give me valuable authorities and suggestion in doing thesis
4. My greatest thanks is due to my first consultant Dr. H. Bahrin Amin, M.Hum and Saiful, S.Pd., M.Pd as the second consultant who had given their valuable time and patient, to support assistance and guidance to finish this thesis
5. Drs. Anwar Sadat as the head master of SMAN 7 Enrekang and My beloved teacher Nurhaidah S.Pd as the English teacher for their opportunity had given to me and also the students in class X-2 who given their time and activities for being the subject of this research.

6. The staff and all lectures of the FKIP Unismuh especially to the lectures of English Department who taught me many years.
7. Other parties that have given helps, supports, and suggestions in finishing this research

May this paper be useful to the readers, particularly to the researcher. Also, the researcher realizes that this paper is far from being perfect. It is a pleasure for him to receive constructive criticism and suggestion from anyone who reads his *skripsi*.

Makassar, October 2017

ARMITA SARI RAHMAN

## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>LEMBAR PENGESAHAN .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>SURAT PERNYATAAN .....</b>	<b>iv</b>
<b>SURAT PERJANJIAN .....</b>	<b>v</b>

<b>COUNSELLING SHEET .....</b>	<b>vi</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>ABSTRACT ... ..</b>	<b>viii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>viii</b>
<b>TABLE OF CONTENT.....</b>	<b>xi</b>
<b>LIST OF TABLE .....</b>	<b>xiv</b>
<b>LIST OF CHART.....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
 <b>CHAPTER I: INTRODUCTION</b>	
A. Background .....	1
B. Statement of the problem .....	4
C. Objectives of the study .....	4
D. Significances of the study .....	4
E. Scope of the Research .....	5
 <b>CHAPTER II: REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK</b>	
A. Previews of related research findings .....	6
B. Theoretical of Definition .....	7
1. Writing skill .....	7
a. The Nature of the Writing .....	7
b. Writing Process .....	10
c. Components of Writing.....	13
d. Micro Skill of Writing.....	14
e. Teaching Writing .....	15
1) Approach of Teaching Writing .....	15

a) Product-oriented approach .....	16
b) process-oriented approach .....	16
f. Assessing Writing .....	18
g. The Role of Teacher .....	19
h. Teaching Writing in Senior High School.....	20
i. Type of Writing Style.....	22
2. Descriptive text .....	24
3. The role of Media.....	26
4. Music video.....	28
C. Conceptual Framework .....	30
D. Hypothesis.....	31

### **CHAPTER III: RESEARCH METHOD**

A. Research Design.....	32
B. Population and Sample.....	33
C. Variables and Indicators .....	33
D. Instrument of the Research .....	34
E. Procedure Data Collection .....	36
F. Teqhnique of Data Analysis.....	37

### **CHAPTER IV: FINDINGS AND DISCUSSION**

A. Findings .....	40
B. Discussion .....	48

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	52
B. Suggestion .....	52

### **BIBLIOGHRAPHY**

### **APPENDICIES**

## **CURRICULUM VITAE**

### **LIST OF TABLE**

Table 2.1: The Standard of Competence and The Basic Competence of Senior High School in SMAN 7 Enrekang.

Table 3.1: Pre-Experimental research with one group pre-test and post-test design

Table 3.2: Population at Class X OF SMAN 7 Enrekang

Table 3.3: Scoring Categories Content

Table 3.4: Scoring Categories Mechanics

Tabel 4.1. Scoring classification students writing skill in Content of the pre-test

Tabel 4.2. Scoring classification students writing skill in Mechanics of the pre-test

Tabel 4.3. Scoring classification students writing skill in Content of the post-test

Tabel 4.4. Scoring classification students writing skill in Mechanics of the post-test

Table 4.5. The rate percentage of the pre-test

Table 4.6. The percentage of the post-test

Table 4.7. The mean score of pre-test and post-test in writing

Table 4.8. the mean score classification of the content and mechanics

Table 4.9. The comparison of t-test and t-table score of the students competence in writing skill

## **LIST OF CHART**

Conceptual Framework

## **LIST OF APPENDICIES**

Appendix 1. Instrument test and RPP

Appendix 2. Scoring Classification of Pre-Test and Post-Test in Content and Mechanics

Appendix 3. Total Scoring Pre-Test and Post-Test

Appendix 4. the rate percentage of pre-test and post-test

Appendix 5. classification of pre-test and post-test

Appendix 6. the comparison of t-test and t-table

Appendix 7. Absen kelas X-2 in SMAN 7 Enrekang

Appendix 8. picture teaching and learning process at class X-2 of SMAN 7 Enrekang

Appendix 9. Persuratan



## CHAPTER I

### INTRODUCTION

#### A. Background

Writing skills as one of the aspects of the four skills of language, which has an important role in human life. Writing is fairly complex language activity because at the time of writing involved some elements are applied all together. By writing we can express a thought or feeling to others using media in hopes it can be read by the reader. This paper does work so ever. However, requires a process. The process starting from topic to topic, and the framework to devalop to the idea. However, pour the regularly and organized mind in writing so that readers can understand the way one's mind is not an easy thing. This is accordance with the opinion of the Nurgiyanto (2001: 296) stated that writing ability is more difficult than controlled three other language proficiency . it caused the ability write requires mastery of a variety of elements outside the language itself which becomes the content of the essay. Good language elements as well as elements of the content must be created in such a way so as to produce a idea thst is coherently.

In learning English, the students have to four basic language skills which are listening, speaking, reading, and writing. Writing is considered as the most difficult one. Richards and Renandya(2002:303) state that

writing is the most difficult skill for second or foreign language learners to master. It occurs because writing is the most complicated skills compared to the other skills. It need skills on how to write words correctly, how put and arrange those words into sentence which are supposed to be meaningful according to grammatical rules

Actually, writing is one of important skills to be mastered by the students learning to write involves being able to communicate and convey ideas meaningfully. Students use it to communicate to each other, as a means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very way and purpose, but in practice, there are some problem that may arise during the learning process,, especially in terms of writing.

At class X-2 of SMAN 7 Enrekang still many students not being able to write well. There are some problem that make writing is difficulties skill faced by class X-2 of SMAN 7 Enrekang. These problems can be influenced by some factors. The factors cause low skill of the students in writing skill among other things; *first*, lack knowledge of method or technique in teaching writing, because some teacher taught writing just by giving explanation and exercises. It make students less comprehend, less interest in writing, and makes students bored. *Second*, students are having problems in organizing ideas what they are going to explain, *Third*, they are also confused to transform the ideas from the minds into descriptive writing. So they need much time just to think what they are going to write.

In addition to that, they are also having poor in get ideas. Therefore, English teacher should find solutions to cope with those problems.

The problem are important to be solved, therefore, students get more comprehension in learning of writing, also can make students think that writing is an interesting learning. To help students solved these problems, it needs another ways more interesting in teaching writing. Ability generating ideas can be obtained through various ways. One of them is the use media Music Video to writing skills. According to Arsyad (2003:50) "The use of Music Video in the teaching helps that influence get idea and motivation in learning." Utilizing of music video as media in learning can help students shape an active mind, curious, and independent by strengthening confidence, ability expression and creativity. Music video can make the learning process more interesting and conveyed in students. According Sheppard (2007:86) that "Music Video enhances writing creatively." Music Video is chosen as a medium in learning with the reason the Music Video contain a story or a specific story that can be used as foundation to stimulate ideas in writing skills. Music Video is also often found there are tells of a certain condition that felt the author of the Music Video that can be made a source of inspiration on for writing skills.

The apply of learning media Music Video will chosen in this study caused the media in learning to writing skill during this time is still less effective, less direct the students ability and little regard for the interested of the students, so that students are not happy with the activity

in writing skill. “ the use of media Music Video to improve students’ competence in writing skill”. The use of media Music Video in this case is expected to be able to contribute means in the improvement of writing skill. The expected goal in Music Video able to improve writing skill. It is like the expression (Brown, 2007:247).

#### **B. Problem Statement**

Based on the background, the general question of the Research: “Can music video as media to improve students’ competence in writing skill at class X-2 of SMAN 7 Enrekang?”

#### **C. Objectives of The Research**

The objective of the research is find out whether media music video can improve students’ competence in writing skill at class X-2 of SMAN 7 Enrekang.

#### **D. Significance of the Research**

The Result of this Research provide useful information for:

##### 1. Teachers

The result of the research can be useful information about implementing media music video in teaching writing and get clear description and how it is applied in the classroom.

##### 2. Students’

It can be useful for students who have similar problem above, they can easily apply and practice the media by following the ways. It will help

them to solve their problem in writing and improve their writing results.

### 3. Researcher

She gets experiences in doing the research and helping the English teacher to solve the students' problem in writing skill by proposing a media, media music video.

## **E. Scope of the Research**

The scope of this research focuses on using media music video to improve students competence in writing of content and mechanics at class X-2 SMAN 7 Enrekang. The researcher limits the research only by applying music video watching in increasing to writing skill of content and mechanics at class X-2 SMAN 7 Enrekang.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previews of Related Research Findings

The first study conducted by Sumartini (2015) this research indicate that the effect of Youtube video toward students writing skill of animal description at the eighth grade of MTs N 2 Palangkaraya was accepted and the null hypothesis stating that using Youtube video media does not give effect toward students writing skill of animal description at eighth grade I MTs N 2 Palangkaraya was rejected. Therefore, teaching writing animal description using Youtube video media at the eighth grade of MTs N 2 Palangkaraya was effective at 5% significance level.

The second study written by Febri Astriana Bachtiar (2013) the research entitled” The use of video to improve students writing of procedural text” was aimed to investigate the effectiveness of the use video in improving students writing procedural text and to examine students perception toward video technique. This research show that almost the students gave positive responses toward the video. From this research, the teachers are recommended to have better competencies in selecting and presenting videos in teaching writing class.

Another study in articles the research of Febriyanti Nurcahyasari and Enny Irawati (2012) which proved that the writing skill in narrative text of the students can be improved by using music video. This study aims to find out the use of music video in improving students’ ability in

writing skill. This study shows that the use of English music video can help students ability in writing skill. In term of generating idea, gaining vocabulary and grammar, and also motivate students to learning english.

Based on those relevant studies, the researcher will conduct a research on the use media music video to improve students' competence in writing skill.

## **B. Theoretical of Definition**

### **1. Writing Skill**

#### **a. The Nature of Writing**

Writing can be widely defined from several perspective. In the language learners' perspective, writing ca be classified as productive skills besides speaking. Writing procedures eritten language, while speaking can produce spoken language; both of them are very different. The differencess between speaking aand writing comes from the characteristic, (Brown in Weigle 2002: 15) Brown provides the characteristic that differintiate written language from spoken language in terms of the permanency, production time, distance, ortography, complexity, formality, and vocabulary. The characteristic will be presented below:

#### **1) Performance**

The fiest term permanency, in this term, oral language is transitory and must be processed in real time, while written language is permanent and can be and reread as often as one likes.

## 2) Production time

The second term is production time in which writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances in a few moments if they want to do a conversation.

## 3) Distance

In this term, it explains that distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between the speaker and the listener in an ordinary face-to-face contact.

## 4) Orthography

Orthography is a limited amount of information compared to the richness of devices available to speakers to enhance a message. For example in using English alphabets in writing.

## 5) Complexity

Written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy.

## 6) Formality

It explains that writing tends to be more formal than speaking. Such as, the forms of writing and forms of spoken text.

## 7) Vocabulary



Written text tend to contain a wider variety of words, and more lower frequency words, than oral text

From the explanation above, it is known that writing which produces written language is more complex and difficult to learn than speaking. It supported by Richards and Renandya (2002: 303). They state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas also in translating these idea into readable text. The skills that are involved in writing are highly complex. The weaknesses of language proficiency come from the unwillingness of students to learn this skill intensively. It is supported by Harmer (2004: 61). He described that unwillingness may drive from anxieties they have about handwriting, their spelling, or their ability to construct sentences and paragraphs. Based on the statement, most of students think that writing is hard to learn and they always have negative thinking about writing. Harmer (2004: 61) states if the insecurities are reinforced because they are unable to complete writing tasks successfully, then the students' attitude to writing is likely to become more and more negative. Thus, writing as one of the productive skills has to be learned by the language learners well. Besides, they learn writing not only for their academic practice but also later in their professional life. Therefore, they have to know what writing is before they learn deeply about writing.

Spratt, Pulveness, and Williams (2005: 26) define writing is one of the four language skill. It means that writing is one of the prominent skills that must be mastered by the English language learners. In line with Spratt, Pulveness, and Williams (2005: 26) also states that writing and speaking are productive skills which mean that they involve producing language rather than receiving it. It can be said that by learning writing skill, the students are expected to be able to produce a text or message to communicate with others. Since writing is a product of written language, writing requires special abilities. The written products are often the result of thinking, drafting, and revising procedures that require specialized skills, a skill that not every speaker develops naturally. It is that writing skills cannot be mastered instantly, but it needs a process to master this ability.

Through writing, the learners are expected to be able to produce a text or a message to communicate with others. However, it is important to view that writing is not only as the product of an individual, but also a social act. In line with this statement, Lyons and Kroll (Lyons, 2002: 19) define writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. Thus, writing is not only produce text, but also so interact with others in a social act.

#### **b. Writing process**

According to Hedge and Shaw (2003: 163), the writing process is represented by the stage as below:

Getting ideas together planning and outlining making notes making a first draft revising, redrafting editing final revisions.

Byrne in McDonough and Shaw (2003: 163) also mentioned that the writing process included: list ideas, make an outline, write draft, correct and improve the draft , and write the final version

Furthermore, Richards and Renandya (2002; 316) state that there are four stages of writing process. Those stages are planning, drafting, revising, and editing. Every stages of writing process can be explained as below:

1) planning

planning which is also called as pre-writing is an activity to prepare the students to write. In this stage, there are some activities that can be done to encourage the students to be able to write. Those activities include brainstorming, clustering, rapid free writing, and by using WH question.

2) Drafting

In this stage, the focused activity is on the fluency of writing. It means that the students must write fluently without taking the consideration of grammatical accuracy or the neatness of the sentences. In this stage, the students have the chance to write everything that comes into their mind according to the topic that they want to write.

3) Revising

In revising stage, the students recheck and reexamine what they have written in order to see how effectively they have communicated

their idea to the readers. It is not merely checking for language errors but also to improve global content and the organization of ideas.

#### 4) Editing

At this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation. The activities done by the students at this stage are editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentences structural, etc.

On the other hand, there is also an expert who states that sometimes writing does not have to follow such an ordered sequence. According to Nunan (2003), the process of writing includes organize, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. It can be said as disorderly because sometimes after the writers reach the next step, they have to repeat the previous step. Hyland (2003: 11) also has the ideas that planning, drafting, revising, and editing do not occur in a near linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. This is in line with Tribble (1996: 37-39) in Harmer (2007: 326) who states that in reality, the writing process more complex and the stage of writing are done recursively. Thus as editing stage sometimes writers may feel to go back at the pre-writing stage and rethink about what they have written.

In summary, the purpose of writing consist of planning, drafting, revising, and editing. These processes are done recursively. Even disorderly. The important point is each stage of the writing process can help and guide the students to be able to write effectively.

**c. Components of writing**

According to Shehadeh (2011) there are five components:

1. Content knowledge of subject: development of thesis; coverage of topic; relevance of details; substance; quality of details.
2. Organization: fluency of expression; clarity in the statement of ideas; support; organization of ideas; sequencing and development of ideas.
3. Grammar: use of sentence structures and contructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, preposition, negotion.
4. Vocabulary: range; accuracy of word/idiom choice; mastery of words form; appropriateness of register; effectiveness in the transmission of meaning.
5. Mechanics of Writing: conventions of spelling, punctuation, capitalization, paragraph indentation, etc.

Based on the above the researcher take two components from five components to be assessed on the students writing competence at class X2 of SMAN 7 Enrekang.

#### **d. Micro skill of writing**

To master four language skill well, language learners must pay attention to the micro skills of them. These micro skills represent the basic mastery of the skill. According to Spratt et al. (2005), writing involves some sub skills in which some of those are related with the accuracy. It means that writing involves spelling correctly, forming letter corectly, writing legibly, punctuating correctly, choosing the right vocabulary, etc.

Moreover, Brown (2000: 343) also suggest that there are 12 micro skills of writing. Those skills are explained as the following:

- 1) Produce graphemes and ortographic pattern of English
- 2) Produce writing at an efficient rate of speed to suit the purpose
- 3) Produce an acceptable core of words and use apprrropriate word order pattern
- 4) Use acceptable grammatical system (e.g. tense, agreement, pluralization) patterns, and rules
- 5) Express a particular meaning in different grammatical forms
- 6) Use the cohesive devices in written discourse
- 7) Use the rhetorical forms and conventions of written discourse
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose

- 9) Convey links and connections between events and communicative such relations such main idea, supporting idea, new information, given information, generalization, and exemplification
- 10) Dististinguish between literal and implied meanings when writing
- 11) Correctly convey culturally specific references in the context of the written text
- 12) Develop and use a battery of writing strategies, such as accurately assesing the audience intrepretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

**e. Teaching Writing**

Some theories which are related to teaching writing will be discussed below. This discussion includes four main aspects in teaching writing. Those will be explained as the following:

**1) Approach of Teaching Writing**

There are approach in the teaching of writing. Teachers must be ablr to decided with approach that they want to use. Harmer (2007) suggest four approachers that can be used. Teachers need to choose between them, deciding which approach is better for their students. Teachers must decided whether they want to focus on the process rather than the product, whether to write based on certain genres, creative writing, writing individually or cooperatively.

The most popular approaches are product-oriented approach and process-oriented approach. Each of those approaches will be explained as follows:

a) Product-oriented approach

In the teaching of writing, teachers can either focus on the product of that writing or on the writing process. Product oriented approach was very popular many time ago. In this approach, the thing to be focus is on the final product. According to Brown (2000), there are some characteristic of product oriented approach. Those are (1) the rhetorical style, (2) the compositions should reflect accurate grammar, and (3) they are organized in conformity.

Furthermore, in this approach , students' writing will be measured based on criteria. Since the focus is on the final product, it is important to pay more attention on those compositions of final product. In addition, the scoring criteria which are being used to measure involve some aspects include content, organization, grammar, vocabulary, and writing mechanic.

b) Process-oriented approach

Process-oriented approach is the reversal of product-oriented approach. In this approach, the focus is on the various stages that any piece of writing goes through (Harmer: 2007).



Those stages are namely pre-writing, editing, redrafting, and producing the final product. There is no right or wrong approach. However, the best thing that teachers can do is by letting the students experience as creators of language by doing the process of writing by putting their ideas and organize them.

Furthermore, there some characteristic in process-oriented approach. Those characteristic are adapted from Shih (1986) in Brown (2000: 335) as follows:

- 1) Focus on the process of writing that leads to the final written products
- 2) Help students writers to understand their own composing process
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting
- 4) Give students time to write and rewrite
- 5) Let students discover what they want to say as they write
- 6) Give the students feedback through out the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention
- 7) Include individual conferences between teacher and student during the process of compositions

In conclusion, both product-oriented approach and process-oriented approach are important. Teachers should put those

approaches in a balance in the practice because students need to experience both of them in order to be able to produce a good writing.

**f. Assessing Writing**

Another important thing to be considerate in teaching writing in the classroom is how to assess students' writing. According to Brown (2004: 242), there are three scoring methods that can be used to assess writing. Those are holistic scoring, primary trait scoring, and analytic scoring. The first is holistic scoring. This scoring method is done by looking at some points on a holistic scale in which each point is given a systematic set of descriptors and the reader—evaluator matches an overall impression with the descriptors to arrive at a score

The second methods is primary trait scoring. Weigle (2002: 110) in Brown (2004: 242) defines primary trait as a scoring method which focuses on how well students can write within a narrowly defined range of discourse. This scoring method emphasizes the effectiveness of the written text in achieving the goal of that writing. This method pays more attention to the function of the text and it just implicitly evaluates the aspects such as organization, fluency, and syntactic variety.

The last method is the most appropriate scoring method to apply in the classroom. This method is called as analytic scoring method or analytic assesment. Classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of

writing are scored (Brown,2004:243). In this scoring method, the learners will get advantages because they can see their weakness and their strength. This will be plus point of analytical scoring method.

In this research,, the researcher will use analyticalscoring method. In which, the researcher will assess students' writing based on five categories, namely content, organization, vocabulary, language use, and mechanics.

#### **g. The Role of the Teacher**

Brown (2001: 334) illustrates that writing is swimming. It is because swimming and writing are skill that should be learned. Writing ability does not occur naturally as it needs some factors such as the availability of the teacher and involvement in a literate society. In order words, during the process teaching and learning writing, teacher plays the important roles. However, the roles of the teacher can be different according to some situations and circumstances. According to Harmer (2007), there are roles of the teacher. Those are:

##### 1) Motivator

In writing task, teacher plays role as a motivator. It means that teachers' job is to motivate the students to do the writing task. To motivate the students, teachers can create the right conditions for generating the ideas, persuading them of the usefulness of the

activity, and encouraging them to make as much effort as possible for maximum benefit.

## 2) Resource

When the students do the writing task, teacher should be ready to supply and give advice or suggestion. This kind of role can help the students to feel that they are always monitored by their teacher as they have progress in doing the task.

## 3) Feedback provider

Teachers should respond positively and encouragingly to the content of what the students have written. Teachers also should know how to give correction that will make them better and will not discouraging them.

To sum up, teachers play important role in teaching writing. They can play roles as a motivator, a resource, and a feedback provider. These roles should be done by the teachers in order to facilitate and help the students learn better.

## **h. Teaching Writing in Senior High School**

As foreign language, English has been regarded as compulsory subject that is taught in the secondary level, such as in junior and senior high school. Based on Depdiknas (2006) the goal of English teaching in senior high school is to provide the students with knowledge and skill to make them able to communicate in English either in spoken or written language at the informational level which

mean that students should be able to use the language to access and share information as a part their learning either in spoken or written form. In order to acvhieve the goal, the english should cconsider some relevant matters.

The first regulation issued by Ministry of Education about the Standard of competence and the basic competence. This study focuses on the Standard of Competence and the Basic Competence in the English Lessons, particulary the of English Writing lessons aat grade tenth Senior High School. The standard of competence aand the Basic is Presented in the table below

**Table 2.1: The Standard of Competence and The Basic Competence of Senior High School in SMAN 7 Enrekang.**

<b>Standard of Competence</b>	<b>Basic Competence</b>
12. reveal the meaning in the text write short essays and functional simple narrative, descriptive, and news items in the context of everyday life	12.1. reveal the meaning of the ttext in the form of functional writing (announcement, advertisement, invitation, and more) official and unofficial accurately, smoothly, and that use the languagge diversity in the context of everyday life

This research focused on the second basic commpetence. It is about text types. In this case on descriptive text. The second consideration is the age range of senior high school students. According to Brown (2001: 1), ssenior high school students are considered are teenegers whose ages

range between twelve and eighteen or so. This age range is often called as an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Therefore, the teachers should consider these characteristic in designing and conducting the teaching and learning process.

The teaching and learning process for senior high school students has to be designed to help them develop their writing strategies, so that they will be able to improve their writing skill. As proposed by Brown (2001: 92), one of the most important concerns of the secondary teachers is keep self-esteem high by: (a) avoiding embarrassment of students at all costs, (b) affirming each person's talents and strength, (c) allowing mistakes and other errors to be accepted, (d) de-emphasizing competition between classmate, and (e) encouraging small-group work where risks can be taken more easily by a teen.

#### **i. Type of Writing Style**

There are four types of writing styles that are generally used. To know all these four different types of writing styles and their usages are important for any writer. A writer's style is a reflection of his personality, his unique style, his voice and his ways to approach audience and readers. Generally, there are four different types or styles of writing, following:

a) Expository writing

Expository writing is a subject oriented writing style , in which the main focus of the author is to tell us about a given topic or subject, and leave out his personal opinions. That is usually explains something in a process, its often equipped with facts and figures, and also usually in a logical order and sequence.

b) Descriptive writing

Descriptive writing is a type of writing which foccuses on describing a character, an event or a place inn great details. It often poetic in nature; it can describe places, people, events, situations or locations iin highly detailed manner. The author visualizes what the sees, hears, tastes, smells, andd feels. In this writing. We can make the sentences more detailed, annd makes the descriptionns clearly.

c) Persuasive writing

Persuasive writing is a type of writing which contains justification and reasons to make someone believe on the point the writer is talking about. Persuasive writing is for persuading and convincing on your point of view.

d) Narrative writing

Narrative writing is a type of writing in which the author places himself as the character aand narrates you to the story. It is has define and logical beginnings, intervals, and endings, and it has

situation like disputes,, conflicts, actions, motivational events, problem and their solutions.

From these all, the writer will choosse descriptive writing in conducting the research using music illustration media. Students will get the music from the teacher and then students describe the situation feeling of them.

## **2. Descriptive Text**

According to Gerot and Wignell (1994), “Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or other, the social function of descriptive teext is to describe a particular perso, place, or things. According to Jennny Hammond (1992), the characteristic of descriptive text:

1. Communicative text. It is to describe characteristic of person, places, or things especially
2. Structuring the text
  - a. Identification. It is about the topic that is going to describe, for example, i have many hobbies, but my favorite one is is football
  - b. Description. It containsthe description about the parts, for examplees, about the physical appearances, attitudes, or characteristic.



### 3. Features of language

It using nouns, simple present tense, detailed noun phrase, many kind of adjectives, relating verbs, thinking verbs, and feeling verbs, action verbs, adverbials, and figurative verbs.

Descriptive text are usually also used to help the writers develop an aspect of their work. To create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of character, places, and other objects. As a feature explained above, a description is a kind of texts which can be useful for other variety of purpose as:

1. To engage a reader's attention
2. To create characters
3. To set a mood or create an atmosphere
4. To bring writing to life

In language function, descriptive writing has some purpose, they are:

1. Aiming to show rather than tell the reader about something/someone
2. Relying on precisely chosen vocabulary with carefully chosen adjectives and adverbs
3. Focusing and concentrating only on the aspect that add something to the main purpose of the description

4. Describing about what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind. Their noses were met with the acrid smell of rotting flesh
5. Strong development of the experience that “put the reader there” focuses on key details, powerful verbs and precise nouns.

### **3. The Role of Media**

Every classroom all over the world is equipped with some learning resource to support the teaching and learning in the class. Teachers need some media to help them to teach the students effectively. Meanwhile, the students need the media to understand the concept that they learn easily. Those various media which involve the use of sophisticated technology. Some of them classified into more classic or old-fashioned media.

There are some benefits that teachers and students get in using media in teaching and learning process. This idea is supported by Smaldino et al. (2005:12, 13) who states that media can be used for supplemental support of the instructor given by the teachers, moreover, they can also be used in formal education situation where a teacher is not available or is working with other students. In conclusion, media plays the important role of teaching and learning since they bring many benefits to the class.

#### **a. Kind of media**

There are various media that the teachers use in order to teach more effectively. According to Smaldino et al. (2005:9) there are six media that

can be used in teaching and learning activity. Those are explained as follows:

- 1) Media is alphanumeric characters that display in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- 2) Audio: refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, and noises.
- 3) Visual media: visual media are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.
- 4) Media Audio visual: they are media that show motion including video-tape, animation, and so on, video klip.
- 5) Manipulative: three dimensional media which can be touched and handled by the students.
- 6) People: this includes teachers, students, or subject-matter experts.

Many teachers complaint not using media to teach because of difficult to limited time , and expensive cost. Substantively, that reasons are not media. It really true, because a material very cheap, for example the teacher can take megazine, old newspaper, brochure, and they can cut the picture to a is very simple, if the teacher who teach far from city and only has limited facilities the teacher can using some simple media, for example flip card, regalia.

#### 4. Music Video

##### 1. Definition of Music Video

In Wikipedia (2017) a Music video is short film integrating a song and imagery, produced for promotional and artistic purposes. Modern music videos are primarily made and used as a marketing device intended to promote the sale of music recordings. There are also cases where songs are used in tie-in marketing campaign that allow them to become more than just a song. Although the origins of music videos date back to musical short films that first appeared in the 1930s, they came in to prominence in the 1980s when MTV based their format around the medium. Prior to the 1980s. These works were described by various terms including "illustrated song", "filmed insert", "promotional (promo) film", "promotional clip", "promotional video", "song video", "song clip" or "film clip".

Music video use a wide range of style of contemporary videomaking techniques, including animation, live action filming, documentaries, and non-narrative approaches such as abstract film . some music videos blend different style, such as animation, music, and live action. Combining these styles and technique has become more popular because of the variation it present to the audience. Many music videos interpret images and scenes from the song lyrics, while others take a more may be without a set concept, being merely a filmed version of the songs live performance.

## 2. Teaching Writing Using Media Music Video

Steps in teaching writing using media music video:

- a. Step 1: Introduce the concept of media music video for students. tell them that media music video would help them in generate ideas when they started to write.
- b. Step 2: play discuss music videos and sent students to observe the video.
- c. Step 3: after the students observe the music video teacher told the students describe the observations by creating descriptive text.
- d. Step 4: after that teacher give students an evaluation to check their ability in writing and to know their problems in writing.

Based on the above elucidation, it can be concluded that media music video is easy to be implemented in teaching writing to the students. by using media music video in writing skill, it will facilitate the students to construct their ideas before they organize and compose sentences into a paragraph. For example media music video for learning can look in website (<http://m.youtube.com/watch?v=xIWaHk6VFbU>) about describing people.

## 3. Advantages and disadvantages of using music video

### a. Advantages of using media music video

There are several advantages of using media music video in learning:

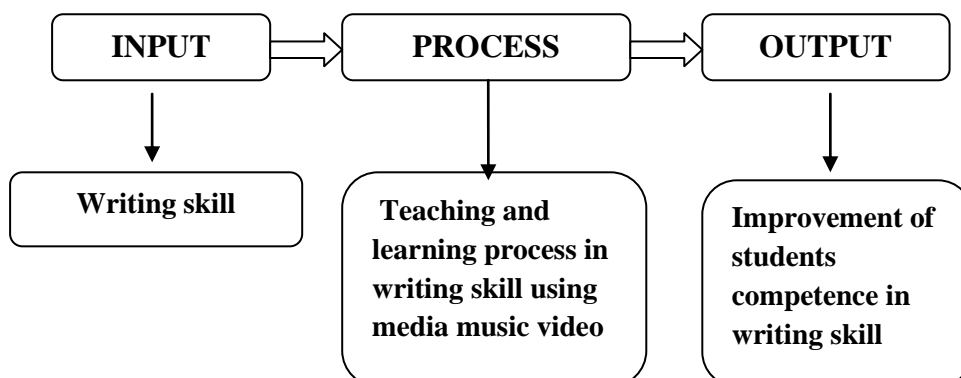
- a) Can supplement the basic experiences of the students as they read discuss, and practice
  - b) Can describe an appropriately can be seen repeatedly
  - c) Encourage and increase motivation
  - d) Music video that contain positive values can invite thought and discussion in a group of students.
- b. Disadvantages of using media music video

There are several disadvantages of using media music video in learning:

1. The attention of the audience hard mastered, their participation is rarely practiced
2. The nature of communication that one way direction must be balanced with the search form of the other feedback
3. Less capable of showing detail of the objects presented
4. Require equipment that is expensive and complex

### C. Conceptual Framework

The conceptual framework that represent the content of this research can be presented as the following:



The diagram above will be described as follows:

- a. Input refers to the use of teaching material that will be used teach writing in the classroom.
- b. Process refers to the process of teaching and learning writing during the classroom interaction by using media music video.
- c. Output refers to the students writing ability after being taught by using media music video.

#### **D. Hypothesis**

The hypothesis of this research are:

1.  $H_0$  (Null Hypothesis) = There is not an effectiveness of using media music video to improve students competence in writing skill
2.  $H_1$  (Alternative Hypothesis) = There is an effectiveness of using media music video to improve students competence in writing skill

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research used pre-experimental research with one group pre-test and post-test design. It aimed to obtain the concepts account of whether or not selected writing skill can improve students achievement. The sample was one class, and in the class giving a pre-test and post-test. The pre-test in order to know the students prior knowledge while the post test was administrated to find out the students achievement improvement after learning writing. The ensuring description clarified the research design as follows:

**Table 3.1: pre-experimental research with one group pre-test and post-test design**

Pre-test	Treatment	Post-test
$O_1$	X	$O_2$

Where

$O_1$  : Pre-Test

X : Treatment

$O_2$  : Post-Test

(Gay, 2006)



## B. Population and Sample

### 1. Population

**Table 3.2: Population at Class X OF SMAN 7 Enrekang**

No	Class X	Number of students
1	X-1	25 students
2	X-2	25 students
3	X-3	24 students
4	X-4	24 students

(Source: Data of students in SMAN 7 Enrekang)

The population in this research is the students at Class X-2 of SMAN 7 Enrekang

### 2. Sample

The researcher was taken through purposive sample technique from the Class X-2 in SMAN 7 Enrekang. The purposive sample was taken because the number of students in Class X-2 was 25 students. Based on the number of students, sample in this research were involved all of students in Class X-2.

## C. Variables and Indicators

In this research the variable used are classified into independent and dependent variables:

1. The independent variables are media music video because this is the prominent methodology which is investigated thus it is selected manipulated, and measured by the research.

2. The dependant variables are students competence in writing skill.

This is observed and measured to determine the effect of the independent variables.

The indicators of this research are content and mechanics.

#### **D. Research Instrument**

In collecting data the researcher used one kind of instrument namely writing test which consisted of paragraph descriptive where is the students were given topics to be developed into descriptive paragraph and the students write a descriptive paragraph consisting of main idea, supporting idea, and concluding idea. The pre-test was given before treatment and the post-test were given after treatment. The treatment was carried out in six meetings and each meeting was held in 90 minutes (2 x 45 minutes).

The criteria of giving score to the students writing could be seen in the following tables:

##### **1. Table 3.3: Scoring Categories Content**

<b>Score</b>	<b>Categories</b>
36-50	<p><b>Excellent to very good</b></p> <ul style="list-style-type: none"> <li>- Knowledge, substantive, through development of thesis relevant to assign topic.</li> </ul>
26-35	<p><b>Good to Average</b></p> <ul style="list-style-type: none"> <li>- Some Knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail</li> </ul>

16-25	<b>Fair to poor</b> - Limited knowledge of subject, little substance , inadequate, development of topic
0-15	<b>Very poor</b> - Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

## 2. Table 3.4: Scoring Categories Mechanics

Score	Categories
36-50	<b>Excellent to very good</b> -. Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing
26-35	<b>Good to Average</b> - occasionally errors of spelling, punctuation, capitalization, paragraph but meaning not obscure
16-25	<b>Fair to poor</b> - frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning not obscure
0-15	<b>Very poor</b> - no mastery of conventions , dominate by errors of spelling punctuation, capitalization, paragraphing, handwriting, eligible, or not enough to evaluate

## E. Procedure Data Collection

### 1. Pre-test

Before giving the treatment, the research was given a pre-test to the sample. The research asked students to write a descriptive about “My Classroom”. This aimed at identify the students prior knowledge of writing skill.

## 2. Treatment

In giving the treatment, the research carried out at least four meetings and three steps. Each meeting for 90 minutes

### a. Pre-writing Activity

In this step, the research explained about descriptive text and media music video. Then the research given a topic about my classroom

### b. Whilst writing activity

In this step, the students write paragraph about the given a topic

### c. Post writing activity

In this step, the researcher looked into the students assignment and give score

## 3. Post-test

After treatment, the research gave post-test to find out the value or students achievement in writing skill. It was done to know the students achievement before an after giving treatment by using media music video to improve students competence in writing skill

After giving was the pre-test, the research find out the differences between students score before and after treatment

## F. Technique Data Analysis

The data was collected through pre-test and post-test. The data was analyzed in potential statistic through the following steps:

1. Scoring the students writing composition in pre-test and post-test by analyzing the English writing an element as state below:

### a. Content

36-50	<b>Excellent to very good</b> - Knowledge, substantive, through development of thesis relevant to assign topic.
26-35	<b>Good to Average</b> - Some Knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
16-25	<b>Fair to poor</b> - Limited knowledge of subject, little substance , inadequate, development of topic
0-15	<b>Very poor</b> - Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

### b. Mechanics

36-50	<b>Excellent to very good</b> -. Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing
26-35	<b>Good to Average</b> - occasionally errors of spelling, punctuation, capitalization, paragraph but meaning not obscure

16-25	<p style="text-align: center;"><b>Fair to poor</b></p> <p>- frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning not obscure</p>
0-15	<p style="text-align: center;"><b>Very poor</b></p> <p>- no mastery of conventions , dominate by errors of spelling punctuation, capitalization, paragraphing, handwriting, eligible, or not enough to evaluate</p>

**2. classifying the score of the students into the measurement scale:**

96-100 is classified as excellent

86-95 is classified as very good

76-85 is classified as good

66-75 is classified as fairly good

56-65 is classified as fair

36-55 is classified as poor

0-35 is classified as very poor

**3. Computing The rate percentage of students number by using following formula:**

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency

N : Total number of students

(Depdikbud in Salman, 1985:28)

4. To find out the mean score of the students to write correspondence writing, the researcher applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$\bar{X}$  : mean score

$\sum X$  : The sum of the score

$N$  : The number

5. To find differences between the score of the pre-test and the post-test by using this formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$$\bar{D} = \frac{\sum D}{N}$$

Note:

$t$  : test of significant

$\bar{D}$  : the difference of the mean score

$\sum D$  : the sum of the difference

$N$  : total number of sample

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

As has been explained previously in collecting data, the researcher administered a test that is pre-test and post-test. The pre-test was administered before giving treatment, and the post-test was administered after treatment.

After calculating the result of the students pre-test and post-test score into percentage, they were then classified of the students pre-test and post-test.

1. Scoring classification in content and mechanics of the pre-test and post-test

#### a. Tabel 4.1. Scoring classification students writing skill in

##### Content of the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	36-50	6	24%
2	Good to Average	26-35	11	44%
3	Fair to poor	16-25	7	28%
4	Very poor	0-15	1	4%
Total			25	100%



Table 4.1 shows score classification in content of the students pre-test. There were 6 students (24%) out of 25 students got excellent to very good, 11 students (44%) out of 25 students got good to average, 7 students (28%) out of students got fair to poor, 1 students (4%) out of 25 students got very poor.

**b. Tabel 4.2. Scoring classification students writing skill in Mechanics of the pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	36-50	5	20%
2	Good to Average	26-35	8	32%
3	Fair to poor	16-25	10	40%
4	Very poor	0-15	2	8%
Total			25	100%

Table 4.2 shows score classification in mechanics of the students pre-test. There were 5 students (20%) out of 25 students got excellent to very good, 18students (32%) out of 25 students got good to average, 10 students (40%) out of students got fair to poor, 2 students (8%) out of 25 students got very poor.

**c. Tabel 4.3. Scoring classification students writing skill in  
Content of the post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	36-50	16	64%
2	Good to Average	26-35	6	24%
3	Fair to poor	16-25	3	12%
4	Very poor	0-15	0	0%
Total			25	100%

Table 4.3 shows score classification in content of the students post-test. There were 16 students (64%) out of 25 students got excellent to very good, 6 students (24%) out of 25 students got good to average, 3 students (12%) out of students got fair to poor, 0 students (0%) out of 25 students got very poor. From that result, it can be concluded that students achievement classified excellent to very good.

Based on result above table 4.1 and table 4.3, it can be concluded the score in content of the post-test was higher than score in content of the post-test.

**d. Tabel 4.4. Scoring classification students writing skill in Mechanics of the post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to very good	36-50	11	44%
2	Good to Average	26-35	9	36%
3	Fair to poor	16-25	5	20%
4	Very poor	0-15	0	0%
Total			25	100%

Table 4.4 shows score classification in mechanics of the students post-test. There were 11 students (44%) out of 25 students got excellent to very good, 9 students (36%) out of 25 students got good to average, 5 students (20%) out of students got fair to poor, 0 students (0%) out of 25 students got very poor.

Based on result above table 4.2 and table 4.4, it can be concluded the score in mechanics of the post-test was higher than score in content of the post-test.

2. Classification of the students score writing skill of the pre-test and post-test

**Table 4.5. The rate percentage of the pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	very Good	86-95	0	0%
3	good	76-85	3	12%
4	fairly good	66-75	3	12%
5	fair	56-65	8	32%
6	Poor	36-55	10	40%
7	Very poor	0-35	1	4%
	TOTAL		25	100%

Table 4.5 shows the rate percentage and frequency of the students pre-test. There were 0 students (0%) out of 25 students got excellent, 0 students (0%) out of 25 students got very good, 3 students (12%) out of students got good, 3 students(12%) out of 25 students got fairly good, 8 students (32%) out of 25 students got fair, 10 students (40%) out of 25 students got poor, and 1 student (4%) out of 25 students got very poor. From that result, it can be concluded that students achievement on pre-test was mostly poor which means in content limited knowledge of subject, substance, inadequate, development of topic, and in mechanics frequent errors of spelling, punctuation, capitalization, paragraph but meaning not obscure.

**Table 4.6. The percentage of the post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	very Good	86-95	4	16%
3	good	76-85	7	28%
4	fairly good	66-75	4	16%
5	fair	56-65	6	24%
6	Poor	36-55	4	16%
7	Very poor	0-35	0	0%
	TOTAL		25	100%

Table 4.6 above shows that in the post-test, no one students got excellent (0%), 4 students (16%) out of 25 students got good, 7 students(28%) out of 25 students got good, 4 students(16%) out of 25 students got fairly good, 6 students(24%) out of 25 students got fair, 4 students(16%) out of 25 students got poor, and no one students (0%)out of 25 students got very poor. From the result, it can be concluded that students preposition achievement classified as good.

Based on the result above the table, it can be concluded that the rate percentage in post-test was mostly good which means in content some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail, and in mechanics occasionally errors of spelling punctuation, capitalization, paragraph but meaning not obscure.

3. The mean score classification of pre-test and post-test

After being concluded the result of the students pre-test and post-test, the mean score were presented in the following table.

**Table 4.7. The mean score of pre-test and post-test in writing**

<b>Pre-test</b>	<b>Post-test</b>	<b>Improvement in writing skill</b>
56.36	70.24	24.62%
$\frac{X2 - X1}{X1} \times 100\%$		

Table 4.7 above shows that the summaries of the students score and both in pre-test and post-test.

The mean score of the students pre-test was 56.36 and the mean score of post-test was 70.24. The mean score of the students post-test was higher mean score of the students pre-test. This mean that is teaching using media music video to improve students competence in writing skill.

**Table 4.8. the mean score classification of the content and mechanics**

<b>Component writing skill</b>	<b>Total/Mean Score</b>		<b>Improvement</b>
	<b>Pre-test</b>	<b>Post-test</b>	
Content	29.12	37.24	27.88%
Mechanics	27.28	33	20.96%

Table 4.8 above shows that the summaries of the students score and both in pre-test and post-test of the content and mechanics

The mean score in content of the students pre-test was 29.12. after giving treatment, the mean score in content of post-test was 37.24, and improve 27.88%. The mean score in mechanics of the students pre-test was 27.28. after giving treatment the mean score in mechanics the students of post-test improve 20.96% with the total score 33.

#### 4. t-test

In order to know whether or the mean score was different the two variable (pre-test and post-test) at the level of significance 0.05 with the degree of freedom ( $df$ ) =  $N - 1$  where  $N$  = number of subject (25) the t-test statistical analysis for non independent sample was applied. The result of the t-test was  $t = 10.91$ . The following table shows the result of the t-test calculation.

**Table 4.9**

**The comparison of t-test and t-table score of the students competence in writing skill**

<b>Variable</b>	<b>t-test value</b>	<b>t-table value</b>
Students writing skill	10.91	1.711

Table 4.9 above shows the t-test t-table value, t-test value was 10.91 while t-table was 1.711. The mean value of the value of

the t-test was greater than t-table ( $10.9 > 1.711$ ). I can be concluded that there is a significant difference between the result of the students pre-test and post-test.

#### 5. Hypothesis testing

The result of the statistical analysis at the level significance 0.02 with degrees of freedom ( $df$ ) =  $n-1$ , where  $df = 25 - 1$  and  $df = 24$  indicated that there was significant difference between the mean score of the post-test and pre-test. The mean score of the pre-test was 56.36 and mean score of the post-test was 70.24. In addition the t-test value was greater than t-table value ( $10.91 > 1.711$ )

It means that there significant difference between the students writing skill before and after using media music video in teaching writing. This also means that null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_1$ ) was accepted.

### **B. Discussion**

In this part, discussion deals with interpretation of findings derived from the result of findings about the observation result of the students improvement in writing component of content and mechanics students competence in writing skill result, and also the activeness if students in learning process would explain as follows:

The researcher taught about the descriptive text in the pre-test through media music video in the class. The researcher found that the students still difficult to write without guided from the teacher and they are



still confused what they want write in paper. Their content in writing is poor, their mechanics not complex. The difficulty of the students in got a main idea, which is in Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into students centre learning activities through increased motivation, enhanced learning experience, and development potential for deeper learning of the subject development potential for deeper learning of the subject, so the researcher decided to do the post-test after giving treatment.

In a thesis Jannah Bayu Wilamatul (2014) show that improving students writing skill using video will be success. The result of the data analyzes show that the first cycle is not success because the students who could achieved the criteria score were 13 students or 60%. And the result of the data analyzes show that the second cycle is successful because the students who could achieved the criteria score were 18 students or 81%. Finally, the result of thi research show that students ability was improved in each cycle after they were taught using video.

In thesis Rachmah.R(2011) show that result the experimental group got better score than the control. For the control group, the average score of pre-test score was 66.73 and the average score of post-test score was 72.81, while for the experimental group, the average score of pre-test score was 67.81 and the average score of the post-test score was 76.89.

Finally, the use of video clips as teaching media improve the writing skill of SMA Negeri 2 Marrangen.

Based on the result above also proves that media music video was able to improve the students competence in writing skill at SMAN 7 Enrekang significantly. It seen clearly of post test (70.24) was higher than pre-test (56.36).

The description of the data collected through the media music video described in the previous section shows that the students competence in writing skill has improved. It was supported by the frequency and rate percentage of the result the students score of pre-test and post-test. The students score after presenting in teaching writing through media music video is better than before the treatment was given to the students. The students were also very interested in learning writing by media music video.

In the students pre-test there were 0 students (0%) out of 25 students got excellent, 0 students (0%) out of 25 students got very good, 3 students (12%) out of students got good, 3 students(12%) out of 25 students got fairly good, 8 students (32%) out of 25 students got fair, 10 students (40%) out of 25 students got poor, and 1 student (4%) out of 25 students got very poor it can be concluded that students achievement on pre-test was mostly poor which means in content limited knowledge of subject, substance, inadequate, development of topic, and in mechanics

frequent errors of spelling, punctuation, capitalization, paragraph but meaning not obscure.

After, giving treatment students writing skill improved. The students in the post-test, no one students got excellent (0%), 4 students (16%) out of 25 students got good, 7 students(28%) out of 25 students got good, 4 students(16%) out of 25 students got fairly good, 6 students(24%) out of 25 students got fair, 4 students(16%) out of 25 students got poor, and no one students (0%)out of 25 students got very poor. From the result, it can be concluded that students was mostly good which means in content some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail, and in mechanics occasionally errors of spelling punctuation, capitalization, paragraph but meaning not obscure.

The value of the t-test was greater than t-table ( $10.91 > 1.711$ ), it can be concluded that there is a significant difference between the result of the students pre-test and post-test. In other words, media music video was effective in developing the students competence in writing skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion of the research, the researcher concludes that:

From the findings analysis of the research, it is proven that the students score of writing skill taught by using media music video is increase. This findings was answered the researcher question that the use of media music video in teaching writing is effective.

In component of writing skill was content and mechanics showed that the students mean score improves from pre-test to post-test. The students mean score pre-test in content was 29.12, mechanics was 27.28, and it classified as fair. After, applying treatment the students competence in writing skill improved. It is proved by students mean score of post-test in content was 37.24, mechanics was 33, and it classified as good. The improvement of students writing skill in content improved (27.88%), the students writing skill in mechanics improved (20.96%), and the t-test is greater than t-table ( $10.91 > 1.711$ ). So the use of media music video to improve students competence in writing skill was effective.

#### B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion as follow:

1. In learning writing skill, the teacher are hoped more creative in teaching their students in order to maximize teaching learning process, and makes the students are not boring
2. The teacher English should apply media music video as media in teaching because the media can make students got a idea for writing
3. It was suggested that the teacher of English to be more creative in presenting material when teaching writing by using media music video, it makes the students more interested in learning writing.

## BIBLIOGRAPHY

- Ahmad Rofi'udin dan Darmiyati, (1999). *Pendidikan Bahasa dan Sastra Indonesia Kelas Tinggi*. Jakarta:Depdikbud
- Anderson, M. And Anderson, K. (2013). *Text Types in English 2*. South Yarra: Macmillan Education Australia.
- Arikunto, Suharsimi, (2009). *Dasar-dasar evaluasi pendidikan*, Aneka Cipta: Jakarta
- Brown, et.al. (1977). *Audio visual instruction: Technology, Media And Methods*. New York: Pearson Education, inc.
- Brown, D.(2000). *Prinsip Pembelajaran dan Pengajaran Bahasa*. Edisi Kelima. San Francisco State University: Logman
- Brown, H. Douglas. (2000). *Teaching by Priciples*, San Francisco: Longman.
- Burhan Nurgiyantoro. (2008). *Assesing teaching language*. Yogyakarta:IKAPI
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Campbell, D.( 2002). *Efek Mozart Bagi Anak-Anak Meningkatkan Daya Pikir, Kesehatan dan Kreatifitas Anak Melalui Musik*. Jakarta: PT Gramedia Pustaka Utama.
- Chapra, Steven C., *Applied Numerical Methods With MATLAB for Engineers and Scientist: International Edition*, New York: McGraw—Hill, 2005
- Can creative writing boost pupils confidence?* (2017, juni 05). Retrieved from <http://www.yorkshirepost.co.id/news/features/can-creative-writing-boost-pupils-confidence-1-7033883/>
- Dell, W. C. (1964). *Creative writing in the English Classroom*. The English Journal. Retrieved from <http://www.jstor.org/stable/810594>
- DiEdwardo, M. (2005). *Pairing Linguistic and Music Intellegences*. Kappa Delta Pi Record, 41(3), 128-130. (ERIC Document Reproduction Service No. EJ773903) Retrieved from ERIC database.
- Harmer, (2007). *The practice of english language teaching*. Fourth Edition. Longman ELT
- Harmer, J. (2004). *How to teach writing*. Harlow, Essex, UK: Longman

- McDonough, J. And Shaw, C. (2003). *Materials and Methods in ELT*. Malden: Blackwell
- Ikhlasia Nur Novia. (2013). *A Thesis Using Cooperative and Videos to Improve Students' Writing Skill on Descriptive Text of Class VII.C at SMP Abu Bakar Yogyakarta in Academic Year 2012/2013*. Yogyakarta: Faculty of Language and Arts
- Indriani Nur. (2016). *A Thesis Using Local Culture Strategy to Improve Students Writing Skill at Tenth Grade of SMK Pelayaran Lintas Nusantara Barru*. Makassar: Muhammadiyah University of Makassar
- Mulyanita. (2016). *A Thesis the Influence Interpersonal Intellegance Strategy on Students Writing Skill*. Makassar: Muhammadiyah University of Makassar
- Nunan, David. (2003). *Practical English Language Teaching*. Singapore: McGraw-Hill
- Schuster, D. H. And Vincent, L. (1980). *Teaching reading and math with suggestion and music*. *Academic Theraphy*, 16, 69-72.
- Sheppard, P.(2007). *Music Makes Your Child Smarter Peran Musik Dalam Perkembangan Anak*. Jakarta: PT Gramedia Pustaka Utama.
- Spratt, M. Pulverness, A, Andd Williams, M. (2005). *The TKT Course*. Cambridge: Cambridge University Press.
- Sudijono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada
- Weigle, Sara Cushing. (2002). *Assesing Writing*. Cambridge: Cambridge University Press

# **A P P E N D I C I E S**



## **APPENDIX 1**

### **SOAL TEST**

#### **PRE-TEST**

##### **Look at your classroom**

Please observe your classroom and make a paragraph descriptive at least 2 paragraphs.

#### **POST-TEST**

##### **Look at a music video “MY INSPIRATOR”**

Please observe to the Music Video and Make a paragraph descriptive at least 2 paragraphs.

## LESSON PLAN

<b>School</b>	<b>: SMAN 7 Enrekang</b>
<b>Subject</b>	<b>: English</b>
<b>Text Type</b>	<b>: Descriptive text</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Allocation</b>	<b>: 2 X 45 Minutes (Two Meetings)</b>

### 1. Standard Competence

- 1) Express the meaning in the text write short functional text and write simple essay/monologue accurately, smoothly, and shape of a narrative, descriptive, and new items in the context of everyday life and popular science access

### 2. Basic Competence

- 1) Revealing the meaning and rhetorical steps accurately, smoothly and using a variety of a language text written in the shape of a descriptive

### 3. Learning Objectives

At the end of the lesson, the students are expected to be able to write a simple descriptive text

### 4. Indicators

- 1) Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text
- 2) Students are expected to be able to identify the generic structure of descriptive
- 3) Composing descriptive framework

4) Developing the framework that has been compiled in a descriptive text

## 5. Material of Learning

### A. *Presentation*

1) Meaning of descriptive text

Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing

2) Generic of descriptive text

Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places, or thing.

There are two main parts of descriptive text:

- a. Identification : it identifies things or objects that is going to be described. It is the part of the paragraph that introduce the character
- b. Description : it described the parts, qualities, and characteristic of the objects

Simple present tense is form of the verb that refers to an action or even that is on going or that regularly takes place in present time.

Using simple present tense is an important thing in describing something, e.g. is, make, have, and tell

We also have to be able to differ between nouns and adjectives. Look the example below:

Adjectives			Nouns
age	size	colour	
Old	Small	White	School
new	Big	Orange	Book

	Short	Reed	Pen
	Tall	Black	Table
		Blue	Whiteboard

### 3) Examples to descriptive text about place

(<https://m.youtube.com/watch?v=sE2GEaQJrwc> and <https://m.youtube.com/watch?v=DpGe1asrUNc>)

#### My house

Hello my name is jeje and i like to stay in my house because it is lovely house. I live with my parents there. Now i want to tell you about .my house.

My house colour iss red and there are six rooms. Thee first is my bedroom where i always spend a lot of time there. The second is thhe kitchen room. My mother cooks everyday in this room. The third is the hall. My father and usually put clothes and shoes there. The fourth is the lounge which we usually watch television. The fifth is the bathroom which my parents and usually use to take to bath. The sixth is the artic. In this room my father stores thing.

#### **B. Practice**

Task 1: Look at your classroom. Please clasification between adjectives and nouns

#### **C. Production**

Task 2. Make a short paragraph about your house at least 10 sentences

### **6. Method of Learning**

Presentationn,practice,and production (PPP)

### **7. Activities of Learning**

1) First Meeting And Second Meeting

**a. Pre- activities**

- The teacher initiate activities by praying and doing presensi
- The teacher doing lessons and do the apreception so that the students easily absorb the materialto be taught. Aapreception done by equating an abservation or events against the purpose of learning
- Teacher deliver learning objectives to be accomplished related to writing descriptive text

**b. Whilst-activities**

*Presentation*

- Students answer question the teacher's question
  - Do ever describe something?
  - Do you know about descriptive text
  - Do you know about the generic structure
- Students are provided a model of a descriptive text
- Students listen to an explanation about tdescriptive text
- Students listen to an explaation of thhe genericc structure of the descriptive texxt including social purpose and language features,

*Practice*

Students are asked to work in pairs to do Task 1: Look at your classroom. Please clasification between adjectives and nouns

### *Production*

Students are asked to work in pairs to do Task 2. Look at your classroom and try to describe all things you see in correct sentence

Students are asked to work in pairs to do Task 3. Make a short paragraph about your house at least 10 sentences

#### **c. Post-activity**

- Teachers and students do a reflection towards the learning activities
- The teacher gives direction to the next learning activity
- Teacher learning close with greeting

#### **8. Tool/Media/Source/Materials**

Whiteboard, boardmaker, erase,

#### 9. Assesing

- 1) Teqhnique : writing test

Researcher

### **LESSON PLAN**

**School** : SMAN 7 Enrekang

**Subject** : English

<b>Text Type</b>	<b>: Descriptive text</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Allocation</b>	<b>:2 X 45 Minutes (Two Meetings)</b>

### **1. Standard Competence**

- 1) Express the meaning in the text write short functional text and write simple essay/monologue accurately, smoothly, and shape of a narrative, descriptive, and new items in the context of everyday life and popular science access

### **2. Basic Competence**

- 1.4) understanding the information is written in various forms of text

### **3. Indicators**

- 1) Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text
- 2) Students are expected to be able to identify the generic structure of descriptive text
- 3) Students are expected to be able to identify the use of auxiliary correctly
- 4) Students are expected to be able to write sentence about the descriptive text

### **4. Objectives of Learning**

At the end of the lesson, the students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately

## 5. Material of Learning

### A. Presentation

#### 1) Meaning of deescriptive text

Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing

#### 2) Generic of descriptve text

Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places, or thing.

There are two main parts of descriptive text:

- c. Identification : it identifies things or objects that is going to be described. It is the part of the paragraph that introduce the character
- d. Description : it described the parts, qualities, andd characteristic of the objects

Simple present tense is form of the verb that refers to an action or even that is on going or that regularly takes place in present time.

Using simple present tense is an important thing in describing something,e.g. is, make ,have, and tell

<b>Explanation</b>	<b>Example</b>
is, used when it is singular	there is a book
<b>Are</b> , used when it is plural	<b>There are books</b>

The formula of auxiliary; S+ to be + adjective/noun



Subject	To be	Adjectives	Noun
I	Am	Smart	Teacher
You	Are	Diligent	Students
They		Thirsty	Man
We		Honest	Woman
She	Is	Lazy	Nurse
He		Strong	Farmer
It		Big	Army

The formula of auxiliary; S+ to be+ adjective/noun

Subject	Has/ have	Nouns
I	have	Bike
You		Bedroom
They		Clothes
We		Shoes
She	has	Flower
He		Table
It		Park

***B. Practice***

**Task 1. Watching the following about “ my house” and complete the text with correct answer in the correct**

Want	bedroom	living room	name
Lovely	cooks	take a bath	seven
Colour	put	garage	locks

### My house

Hello my \_\_\_\_ is alex. My family and i like stay in my \_\_\_\_ house.

Now I \_\_\_\_ to tell you about my house. My house \_\_\_\_ is white and

there are \_\_\_\_ rooms. The first is my \_\_\_\_ where i always spend my

time and sleep. The third is the hall. My father and I

usually \_\_\_\_ clothes and shoes there. The fourth is the \_\_\_\_ which we

usually enjoy aand watch television. The fifth is the where we usually

put our bike annd car there.. in the night, my father always \_\_\_\_ the

garage to keep it safe from thieves.

### C. *Production*

**Task 2. Please describe about your house and please you can draw**

**pictures on it**

#### 1) **Method of Learning**

Presentation, practice, and production (PPP)

#### 2) **Activities of Learning**

a. The third Meeting

##### a) **Pro-activities**

➤ The teacher initiate activities by praying and doing

presensi

➤ The teacher doing lessons and do the apreception so that the students easily absorb the material to be taught. Apreception done by equating an abservation or events against the purpose of learning

➤ Teacher deliver learning objectives to be accomplished related to writing descriptive text with the introduce use of music video

**b) Whilst- activities**

➤ Teacher explain material on writing descriptive and generic structure of the descriptive text including social purpose aand language features

➤ Students listen to an explanation about auxilliary and music video

➤ The teacher playing a music video

➤ The teacher asked the students to write a descriptive paragraph based on the observation

➤ After finishing a task left of the teacher

**c) Post- activity**

➤ Teachers and students do a reflection towards the learning activities

➤ The teacher gives direction to the next learning activity

➤ Teacher learning close with greeting

**b. The fourth meeting**

**a) Pro- activities**

- The teacher initiate activities by praying and doing presensi
- The teacher doing lessons and do the apreception so that the students easily absorb the material to be taught. Apreception done by equating an abservation or events against the purpose of learning

**b) Whilst- activities**

- Teachher share students assignment already at revision
- Teacher told the students to identify the auxiliary

**c) Post-Activity**

- Students and teacher do a reflection on learning activity
- The teacher gives direction to the next learning activity
- Teaaher close the learning activity

**6. Tool/Media/Source/Materials**

Whiteboard, boardmaker, erase, laptop, speaker

**7. Assesing**

2) Teqhnique : writing test

researcher

**LESSON PLAN**

**School : SMAN 7 Enrekang**

<b>Subject</b>	<b>: English</b>
<b>Text Type</b>	<b>: Descriptive text</b>
<b>Skill</b>	<b>: Writing</b>
<b>Time Allocation</b>	<b>:2 X 45 Minutes (Two Meetings)</b>

### **1. Standard Competence**

- 2) Express the meaning in the text write short functional text and write simple essay/monologue accurately, smoothly, and shape of a narrative, descriptive, and new items in the context of everyday life and popular science access

### **2. Basic Competence**

- 1.4) understanding the information is written in various forms of text

### **3. Indicators**

1. Students are expected to be able to express the meaning and rhetorical steps in the form of descriptive text
2. Students are expected to be able to identify the generic structure of descriptive text
3. Students are expected to be able to identify verbs( simple present tense)
4. Students are expected to be able to write sentence about the descriptive text through music video

### **5. Objectives of Learning**

At the end of the lesson, the students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately

### **6. Material of Learning**

#### ***A. Presentation***

1) Meaning of deescriptive text

Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing

2) Generic of descriptve text

Generic structure of descriptive text

A descriptive text focuses on describing a particular person, places, or thing.

There are two main parts of descriptive text:

- e. Identification : it identifies things or objects that is going to be described. It is the part of the paragraph that introduce the character
- f. Description : it described the parts, qualities, andd characteristic of the objects

Simple present tense is form of the verb that refers to an action or even that is on going or that regularly takes place in present time.

Using simple present tense is an important thing in describing something,e.g. is, make ,have, and go

We use the simple present tense when

- a) The action in general
- b) The action happens all the time and habitually
- c) The action is not happening now
- d) The action is not happening now

The positive form formula of simple present tense

The formula	examples	
(+) S+do/does+not+V1	S	V1
Not using S/es	I	Go

	You	Go
	They	Go
	We	Go
Using S/es	She	Goes
	He	Goes
	It	Goes

**The negative form formula of simple present tense**

<b>The formula</b>	<b>examples</b>			
(+)S+do/does+not+V1	<b>S</b>	<b>Do/does</b>	<b>Not</b>	<b>V1</b>
	<b>I</b>	<b>Do</b>	<b>Not</b>	<b>Go</b>
	<b>You</b>	<b>Do</b>	<b>Not</b>	<b>Go</b>
	<b>They</b>	<b>Do</b>	<b>Not</b>	<b>Go</b>
	<b>We</b>	<b>Do</b>	<b>Not</b>	<b>Go</b>
	<b>She</b>	<b>Does</b>	<b>Not</b>	<b>Goes</b>
	<b>He</b>	<b>Does</b>	<b>Not</b>	<b>Goes</b>
	<b>It</b>	<b>Does</b>	<b>Not</b>	<b>Goes</b>

**The there is one formula, which is ininterrogative form of simple present tense**

<b>The formula</b>	<b>example</b>		
(+) <b>do/does+S+V1</b>	<b>Do/does</b>	<b>S</b>	<b>V1</b>
	<b>Do</b>	<b>You</b>	<b>Go?</b>

	<b>Do</b>	<b>We</b>	<b>Go?</b>
	<b>Do</b>	<b>They</b>	<b>Go?</b>
	<b>Does</b>	<b>She</b>	<b>Go?</b>
	<b>Does</b>	<b>He</b>	<b>Go?</b>
	<b>Does</b>	<b>It</b>	<b>Go?</b>

3) Examples of descriptive text about person

(<https://m.youtube.com?v=YnaAD0xiSw> and

<https://m.youtube.com?v=eR1djsNUKPM>)

#### LIONEL MESSI

I have a favorite person and his name is Lionil Messi. He is a football player from F.C Barcelona. I like him because i also like football. He has white skin and pointed nose. Although he is short but he has aa good skill at football includinng dribbling and kicking the ball. Hee is not arrogant but he is friendly with other people. Someday I want to be a good football player like him.

#### ***B. Practice***

Task 1. Work in a pair to change this following sentence into negative and ininterrogative form of simple present tense.

1. She takes my pencil on the desk
2. He gives mee a beatiful flower
3. They go to watch the baseball gaame every afternoon
4. You sleep at 10.00 o'clock every night
5. It catches the ball fastly



## **6. Method of Learning**

Practice, assignment, and lecture

## **7. Activities of Learning**

### **a. The fifth Meeting**

#### **a) Post-activities**

➤ The teacher initiate activities by praying and doing presensi

➤ The teacher doing lessons and do the apreception so that the students easily absorb the material to be taught. Apreception done by equating an abservation or events against the purpose of learning

➤ Teacher deliver learning objectives to be accomplished related to writing descriptive text with the use of music video

#### **b) Whistl- activities**

➤ Studentss ask about thing that have not understood at previous meeting

➤ Teacher give affirmation to the qustion of students in order to improve the aspect that still less pre-test

➤ Students listen to an explanation about the of generic structure

➤ Students listen to explanation about simple present tense

➤ Teacher play music video about described a person

- Teacher ask studentss to observe the music that has been played
- The teacher assigned students too write a paraagraph of description based on observation

**c) Post- activity**

- The teacher gives directionto the next learning activity
- Teacher learning close with greeting

**b. The seventh meeting**

**a) Pro- activities**

- The teacher initiate activities by praying and doing presensi
- The teacher doing lessons and do the apreception so that the students easily absorb the materialto be taught. Aapreception done by equating an abservation or events against the purpose of learning

**b) Whilst- activities**

- Teacher and students to ask and answer about the past lesson
- Teacher share task writing description students
- Teacher explain the thing that need to be noticed in the activities the students edit
- Students do Edit the paragraph description that is written
- The task giving for teacher

**c) Post- Activity**

- Teacher and students shared about the study conclude has been implemented
- Students and teacher do a reflection on learning activity
- Teacher close the learning activity

#### **8. Tool/Media/Source/Materials**

Whiteboard, boardmaker, eraser, laptop, speaker

#### **9. Assessing**

1. Technique : writing test

Researcher

## APPENDIX 2

### The Pre-test score of the students

No	Name	Pre-Test		Total Score
		Content	Mechanics	
1	Student 1	30	30	60
2	Student 2	35	20	55
3	Student 3	30	42	62
4	Student 4	29	30	59
5	Student 5	25	15	40
6	Student 6	27	32	59
7	Student 7	19	23	42
8	Student 8	36	21	57
9	Student 9	27	27	54
10	Student 10	18	22	40
11	Student 11	37	37	74
12	Student 12	40	40	80
13	Student 13	22	20	42
14	Student 14	33	30	63
15	Student 15	15	15	30
16	Student 16	39	38	77
17	Student 17	39	38	76
18	Student 18	24	24	48
19	Student 19	32	27	59
20	Student 20	20	18	38
21	Student 21	33	30	63
22	Student 22	35	25	70
23	Student 23	20	20	40
24	Student 24	27	25	52
25	Student 25	36	33	69
<b>Total/mean</b>		<b><math>\sum X = 728</math></b>	<b><math>\sum X = 682</math></b>	<b><math>\sum X1 = 1409</math></b>

#### A. Calculating Mean Score of Content and Mechanics in Pre-Test

##### 1. Mean Score of “Content”

$$X = \frac{\sum x}{N}$$

Where: X = Mean score

$\sum x$  = The sum of all Scores: 728

N = The total Number of Sample: 25

$$X = \frac{728}{25} = 29.12$$

2. Mean Score of “**Mechanics**”

$$X = \frac{\sum x}{N}$$

Where: X = Mean score

$\sum x$  = The sum of all Scores: 682

N = The total Number of Sample: 25

$$X = \frac{682}{25} = 27.28$$

### The Post-Test Score of the Student

No	Name	Post-Test		Total Score
		Content	Mechanics	
1	Student 1	42	40	82
2	Student 2	37	25	62
3	Student 3	45	39	84
4	Student 4	35	27	62
5	Student 5	30	30	60
6	Student 6	35	33	68
7	Student 7	29	23	52
8	Student 8	40	31	71
9	Student 9	43	40	83
10	Student 10	25	20	45
11	Student 11	41	39	80
12	Student 12	45	42	87
13	Student 13	31	29	60
14	Student 14	47	39	86
15	Student 15	23	24	47
16	Student 16	44	42	86
17	Student 17	44	42	86
18	Student 18	31	27	58
19	Student 19	40	35	75
20	Student 20	25	25	50
21	Student 21	41	37	78
22	Student 22	42	39	81
23	Student 23	37	27	64
24	Student 24	37	32	69
25	Student 25	42	38	80
<b>Total/mean</b>		$\Sigma X = 931$	$\Sigma X = 825$	$\Sigma X = 1756$

#### B. Calculating Mean Score of Content and Mechanics in Post-Test

##### 1. Mean Score of "Content"

$$X = \frac{\sum x}{N}$$

Where: X = Mean score

$\sum x$  = The sum of all Scores: 931

N = The total Number of Sample: 25

$$X = \frac{931}{25} = 37.24$$

2. Mean Score of “**mechanics**”

$$X = \frac{\sum x}{N}$$

Where: X = Mean score

$\sum x$  = The sum of all Scores: 825

N = The total Number of Sample: 25

$$X = \frac{825}{25} = 33$$

### APPENDIX 3

#### The Total Score Students Pre-Test and Post-Test

no	Name	Pre-Test		Post-Test		D X <sub>1</sub> -X <sub>2</sub>	D <sup>2</sup>
		X <sub>1</sub>	X <sub>2</sub>	X <sub>1</sub>	X <sub>2</sub>		
1	S-1	60	3600	82	6724	22	484
2	S-2	55	3025	62	3844	7	49
3	S-3	62	3844	84	7056	22	484
4	S-4	59	3481	62	3844	3	9
5	S-5	40	1600	60	3600	20	400
6	S-6	59	3481	68	4624	9	81
7	S-7	42	1764	52	2704	10	100
8	S-8	57	3249	71	5041	14	196
9	S-9	54	2916	83	6889	29	841
10	S-10	40	1600	45	2025	5	25
11	S-11	74	5476	80	4600	6	36
12	S-12	80	6400	87	7569	7	49
13	S-13	42	1764	60	3600	18	324
14	S-14	63	3969	86	7396	23	259
15	S-15	30	900	47	2209	17	289
16	S-16	77	5929	86	7396	9	81
17	S-17	76	5776	86	7396	10	100
18	S-18	48	2304	58	3364	10	100
19	S-19	59	3481	75	5625	16	256
20	S-20	38	1444	50	2500	12	144
21	S-21	63	3969	78	6084	15	225
22	S-22	70	4900	81	6561	11	121
23	S-23	40	1600	64	4096	24	576
24	S-24	52	2704	69	4761	17	289
25	S-25	69	4761	80	6400	11	121
<b>Total</b>		<b>1409</b>	<b>83937</b>	<b>1756</b>	<b>125908</b>	<b>347</b>	<b>5639</b>
<b>Mean</b>		$\frac{\sum x}{N} =$ <b>56.36</b>		$\frac{\sum x}{N} =$ <b>70.24</b>		$\frac{\sum D}{N} =$ <b>13.88</b>	$\frac{\sum D^2}{N} =$ <b>225.56</b>

#### C. Calculating the T-Test Analysis

$$D = \frac{\sum D}{N} = \frac{374}{25} = 14.96$$



$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{14.96}{\sqrt{\frac{5639 - \frac{(347)^2}{25}}{25(25-1)}}$$

$$t = \frac{14.96}{\sqrt{\frac{5639 - \frac{(120409)}{25}}{25(24)}}$$

$$t = \frac{14.96}{\sqrt{\frac{5639 - 4816.36}{25(24)}}$$

$$t = \frac{14.96}{\sqrt{\frac{882.64}{25(24)}}$$

$$t = \frac{14.96}{\sqrt{\frac{882.64}{600}}}$$

$$t = \frac{14.96}{\sqrt{1.37}}$$

$$t = \frac{14.96}{1.37} = 10.91$$

## APPENDIX 4

### The Rate Percentage of the Pre-Test and Post-Test

#### 1. Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	very Good	86-95	0	0%
3	good	76-85	3	12%
4	fairly good	66-75	3	12%
5	fair	56-65	8	32%
6	Poor	36-55	10	40%
7	Very poor	0-35	1	4%
	TOTAL		25	100%

#### 1. Very poor

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{25} \times 100\%$$

$$P = 4\%$$

#### 2. poor

$$P = \frac{10}{25} \times 100\%$$

$$P = 40\%$$

3. fair

$$P = \frac{8}{25} \times 100\%$$

$$P = 32\%$$

4. Fairly good

$$P = \frac{3}{25} \times 100\%$$

$$P = 12\%$$

5. Good

$$P = \frac{3}{25} \times 100\%$$

$$P = 12\%$$

## 2. Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-10	0	0%
2	very Good	86-95	4	16%
3	good	76-85	7	28%
4	fairly good	66-75	4	16%
5	fair	56-65	6	24%
6	Poor	36-55	4	16%
7	Very poor	0-35	0	0%
	TOTAL		25	100%

### 1. Poor

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{25} \times 100\%$$

$$P = 16\%$$

### 2. Fair

$$P = \frac{6}{25} \times 100\%$$

$$P = 24\%$$

**3. Fairly good**

$$P = \frac{4}{25} \times 100\%$$

$$P = 16\%$$

**4. Good**

$$P = \frac{7}{25} \times 100\%$$

$$P = 28\%$$

**5. Very Good**

$$P = \frac{4}{25} \times 100\%$$

$$P = 16\%$$

## APPENDIX 5

### The Classification of Pre-Test

No	Name	Score	Level
1	Student 1	60	Fair
2	Student 2	55	Poor
3	Student 3	62	Fair
4	Student 4	59	Fair
5	Student 5	40	Poor
6	Student 6	59	Fair
7	Student 7	42	Poor
8	Student 8	57	Fair
9	Student 9	54	Poor
10	Student 10	40	Poor
11	Student 11	74	Fairly good
12	Student 12	80	Good
13	Student 13	42	Poor
14	Student 14	63	Fair
15	Student 15	30	Very poor
16	Student 16	77	Good
17	Student 17	76	Good
18	Student 18	48	Poor
19	Student 19	59	Fair
20	Student 20	38	Poor
21	Student 21	63	Fair
22	Student 22	70	Fairly good
23	Student 23	40	Poor
24	Student 24	52	Poor
25	Student 25	69	Fairly good

### The Classification of Post-Test

No	Name	Score	Level
1	Student 1	82	Good
2	Student 2	62	Fair
3	Student 3	84	Good
4	Student 4	62	Fair
5	Student 5	60	Fair
6	Student 6	68	Fairly good
7	Student 7	52	Poor
8	Student 8	71	Fairly Good
9	Student 9	83	Good
10	Student 10	45	Poor
11	Student 11	80	Good
12	Student 12	87	Very Good
13	Student 13	60	Fair
14	Student 14	86	Very Good
15	Student 15	47	Poor
16	Student 16	86	Very Good
17	Student 17	86	Very Good
18	Student 18	58	Fair
19	Student 19	75	Fairly good
20	Student 20	50	Poor
21	Student 21	78	Good
22	Student 22	81	Good
23	Student 23	64	Fair
24	Student 24	69	Fairly Good
25	Student 25	80	Good

**APPENDIX 6**

**TABLE DISTRIBUTION OF T-VALUE**

<i>α (For two groups sample)</i>						
<i>df</i>	<i>0, 50</i>	<i>0, 20</i>	<i>0, 10</i>	<i>0, 05</i>	<i>0, 02</i>	<i>0, 1</i>
	<i>α (For one group sample)</i>					
	<i>0, 25</i>	<i>0, 10</i>	<i>0, 05</i>	<i>0, 02</i>	<i>0, 01</i>	<i>0, 005</i>
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,727	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11..	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,688	1,328	1,729	2,093	2,539	2,861
20.	0,687	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
<b>24.</b>	0,685	1,318	<b>1,711</b>	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,676



### T-TABLE

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{14.96}{\sqrt{\frac{5639 - \frac{(347)^2}{25}}{25(25-1)}}$$

$$t = \frac{14.96}{\sqrt{\frac{5639 - \frac{(120409)}{25}}{25(24)}}$$

$$t = \frac{14.96}{\sqrt{\frac{5639 - 4816.36}{25(24)}}$$

$$t = \frac{14.96}{\sqrt{\frac{882.64}{25(24)}}$$

$$t = \frac{14.96}{\sqrt{\frac{882.64}{600}}}$$

$$t = \frac{14.96}{\sqrt{1.37}}$$

$$t = \frac{14.96}{1.37} = 10.91$$

Variable	t-test value	t-table value
X1>X2	10.91	1.711
	Accepted	Rejected

**APPENDIX 7****ABSEN SMAN 7 ENREKANG****Kelas : X-2****Mapel : Bahasa Inggris****Semester/Tahun : Ganjil/2017**

No	Name	Tanggal pembelajaran dan pertemuan						
		10/10	13/10	17/10	20/10	24/10	28/10	31/10
		1	2	3	4	5	6	7
1	ADNAN AL-FAJRI ANUGRA	√	√	√	√	√	√	√
2	AMANI SAHRA SAPIRA	√	√	√	√	√	√	√
3	ANNISA KURNIA SARI	√	√	√	√	√	√	√
4	AYU SARTIKA BURHANUDDIN	√	√	√	√	√	√	√
5	EVA FATMALA HASAN	√	√	s	s	√	√	√
6	FILA RAILA	√	√	√	√	√	√	√
7	HERDI GUSTRIAWAN	√	√	a	√	√	√	√
8	INDAH ZULQAIDAH	√	√	√	√	√	√	√
9	INTAN MELANI	√	√	√	√	a	√	√
10	ISWAR SUKARMAN	√	√	√	√	√	a	√
11	KHAIRIL	√	√	√	√	√	√	√
12	JUMRIANI	√	√	√	√	√	√	√
13	LIA SRI NURAENI	√	√	√	√	√	√	√
14	MUH. RAFLI. R	√	√	√	√	√	√	√
15	NANDA DIRMAN	√	a	a	√	√	√	√
16	NUR RAHMADANI	√	√	√	√	√	√	√
17	NUR RAHMI SALWIAH	√	√	√	√	√	√	√
18	RAHMNIA	√	√	√	√	√	√	√
19	RISKA ASHARA	√	√	√	√	√	√	√
20	SARIF	√	√	√	√	√	a	√
21	SUHARDAH	√	√	√	√	√	√	√
22	SUWANDI	√	√	√	√	√	√	√
23	VIQRAM	√	√	√	√	√	√	√
24	WAHDANIYAH MARS	√	√	√	√	√	√	√
25	WAHYUNILLAH	√	√	√	√	√	√	√

APPENDIX 8

PROSES BELAJAR MENGAJAR



## APPENDIX 9