

**THE USE OF MUSIC VIDEO CLIP IN IMPROVING STUDENTS'
WRITING SKILL IN NARRATIVE TEXT**

(Quasi Experimental Study at Tenth Grade Students of SMAN Raha)



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(Quasi Experimental study at tenth grade students of SMA Negeri 1 Raha)

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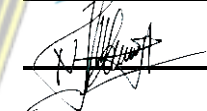
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Telah memenuhi ketentuan dan persyaratan yang ditetapkan dan oleh karenanya disetujui untuk disahkan.

Semarang, 9 Agustus 2021



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Nik.210013021

MOTTO

“Your biggest weakness is when you give up and your greatest power is when you try one more time”

DEDICATION

This final project is dedicated with affection, love, and gratitude to :

- My late beloved father
- My beloved mother
- My sister Fhyfhy, Fera, Wulan, Bia, and my brother Adam and Rizal of course my dear Big family.
- My beloved friend Atun who always help me and motivation.
- My brother in law K’Culing who always support and help me.



ABSTRACT

SitiFaradila, Waode 2021. *The Use of Music Video Clip in Improving Students' Writing Skill In Narrative Text (Quasi Experimental Study At Tenth Grade Students Of SMA NEGERI 1 RAHA)*, academic year 2020/2021. English Language Education Study Program. BachelorDegree, Sultan Agung Islamic University Semarang. Advisor: Choiril Anwar, S.Pd., M.Pd.

Media can be used an innovative and effective medium of learning so that the medium can attract the attention of students. In mastering english, language skill that must be possessed by all learners at the school include for basic aspects such as listening skill, reading skill, speaking skill,and writing skill. However, nowadays the students does not have an ability to write well, even in narrative text. In this study, who wants to investigate whether the use of music video clip is effective to improve students writing skill especially in narrative text.

Quasi experimental research used in this final project. The population of the study was tenth grade students of SMA NEGERI 1 RAHA with the total number was 67 students which were divide into two classes they were class X-Mia 4 as control class which consisted 33 students and class X-Mia 6 as experimental class which consisted 34 students.

There are three steps that the researcher used in conducting this experimental research: pre-test, treatment, and post-test. The pre-test, the result of the study showed that the means of experimental group was 59.44 and control group was 60.73. In the post-test, the mean score of experimental group was 87.21 whereas the control group was 73.79. It showed that the students in experimental group got higher mean scores than the control group. The result of the research showed that there was a significant difference that was supported by the significant difference in the result post-test between control and experimental group. Based on the statistical analysis, it can be that (2-tailed) $0.000 < 0.05$. It is conclude that H1 was accepted.

So, music video clip is an effective media for improving students' writing in narrative text and also music video clip that could attract their interest in writing a narrative essay.

Keywords: *writing, music video clip, media*

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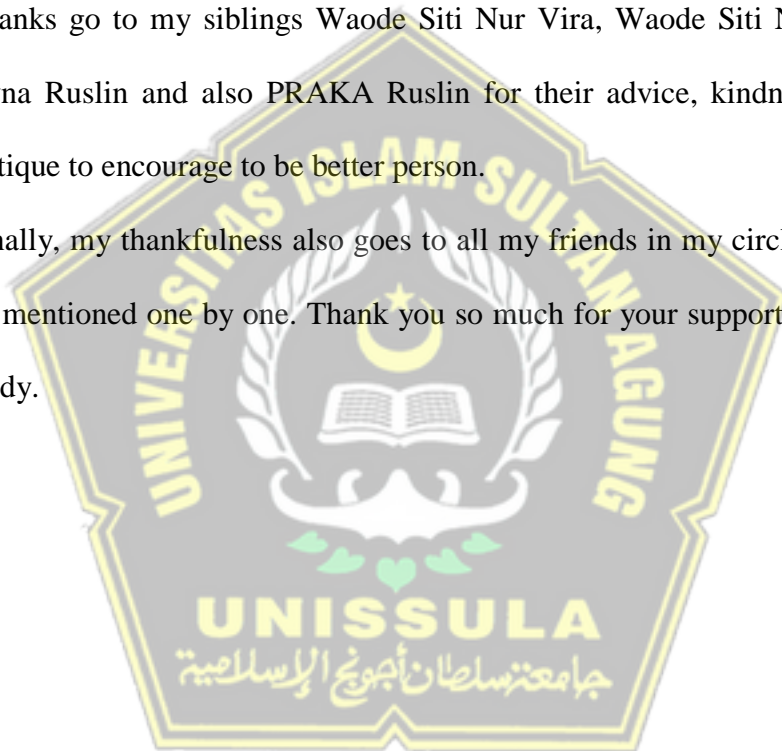
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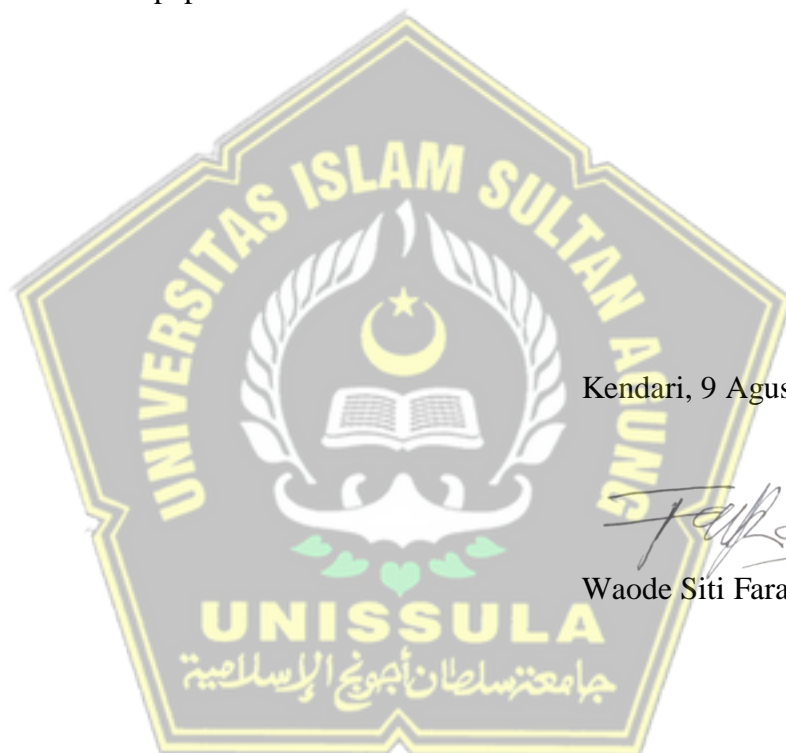
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STATEMENT OF ORIGINALITY

Hereby, I declare that the undergraduate final project I wrote does not contain any the work or part of the work of others researchers, except those which were cited in the references. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



Kendari, 9 Agustus 2021

Faradila
Waode Siti Faradila

CHAPTER I

INTRODUCTION

This chapter is divided into eight sub-chapters. They are background of the study, the reason for choosing the topic, the research question, the objective of the study, the hypothesis, the significances of the study, the limitation of the study, the definition of key terms, and the outline of the study.

1.1 Background of the Study

Nowdays, English language become a phenomenon of foreign language in the world. English has been used as a medium for communication with other people in some countries. It is very important for students even especially in globalization era at the moment. According to Cyrystal (2003), English is spread and used almost a quarter of inhabitants in the world and will develop become one half quintillion in beginning of 2000. By mastering English, students will be easy to access information and technology.

In mastering English, a learner needs to possess the skill. Language skills that must be possessed by all learners at the school include four basic aspects such as listening skill, reading skill, speaking skill, and writing skill (Tarigan,2008). Thus, English language learning in schools not only emphasizes on theory, but also students are required to be able to use English language as its function, namely as an international language and as a tool to cummunicate with foreigners.

One of the skills that must be mastered by the students are writing because writing skill are abilities that can be developed and trained (Djuharie,2005). Writing skills are the productive ability because writing is not simply copying the words and sentences, but also develops and pours thought in writing a regular structure.

According to Gebhardt and Rodrigues (1989),writing is one of the most important things in colleges. It means that the ability to write it to be important for learning students in the ideas or express their feelings with the written language through sentences arranged in complete and clear so it can be communicated to the reader to be successful. The student's ability thoughts would be trained when they organize, conceptualize, clarify and simplify the thoughts, feelings, and ideas to other in writing. However, the problem that occurs in the fields that the students does not have an ability to write well,even in narrative text. Moreover, nowadays the students does not have much time and also cannot access easily all the lessons because they are being in the middle of this pandemic. In addition, they cannot accepted the lesson well through online class because it is makes the students bored so the teacher must be figure out this problem effectively and creatively.

Particularly, the researcher also found some kind of issues in SMA Negeri 1 Raha. They were taught through online class by using zoom application and offline class. Hence, the development of writing skills should be improved by using an innovative and an effective medium of learning so that the medium can attract the attention of students in terms of improving writing skill. One of media which can improve students' writing skill is music video clip.

According to Ramal (2012), video is an effective medium that is used in learning English, both for students in their teens and adults. By using music video clip as learning media, the teachers may allow students to practice writing a narrative text based on the story in the video clip. The story, moving pictures, song, and music video clip will make teaching learning process more communicative, interesting and also active.

In this case, the teacher can be use music video clip as the medium to improve student's skill in writing narrative texts and it provides many advantages for both teachers and students themselves. Gobman (1998)states, "Setting music to a movie can influence our perception of narrative's charracters, lays emphasis on crucial events with signatred a repeated melody or visual music mimics the action".By using a music video clip, students can improve their imagination so that students can put out good ideas to produce an eassy because there is a sense of curiosity in music video clip in the show that could attract their interest in writing a narrative essay.

Based on the fact and the theories above, the researcher will give an effort to investigate whether the use of music video clip is effective to improve student'swriting skill through online lesson and offline lesson at the tenth grade students of SMA Negeri 1 Raha.

1.2 Reasons for Choosing Topic

In relation to background of the problem above, the following problems can be identified:

1. The students get difficulties in improving writing skill, finding the main idea, getting information from the text, finding the details, getting the answer to the questions based on the text and making inference from the text. Based on Pre-Observation, in learning process, the teachers only apply the same technique for all types of narrative text.
2. The teacher needs more appropriate techniques or method of teaching narrative text especially which deals with active learning through online lesson and offline lesson.
3. Music video clip can be an alternative medium to improve students' writing skill and draw students' interest.
4. The Music video clip have not been taught frequently in the tenth grade students of SMA Negeri 1 Raha.

1.3 Research Question

Based on the limitation of the problem above, the researcher formulates the research problem as follows:

1. Is the use of Music Video Clip through online lesson and offline lesson effective in teaching writing narrative text to the tenth grade students of SMA Negeri 1 Raha?

1.4 Objective of the Study

Based on the research question above, the objective of the study in this research is to find out whether using musicvideo clip through online lesson and offline lesson are effective to improve writing skill in narrative text at the tenth grade students of SMA Negeri 1 Raha.

1.5 Hypothesis

The hypotheses of this research are:

Ho = There is no significant difference in the mean score of writing skill achievement between students who are taught by using Music Video Clip and those who are not taught by using music video clip.

H₁ = There is a significant difference in the mean score of writing skill achievement between students who are taught by using Music Video Clip and those who are not taught by using music video clip.

1.6 Significances of the study

The significances of this study are divided into two parts. Those are:

1. Pedagogical Significance

Hopefully the result of the research can motivate students to become more active learners in writing improvement.

2. Practical Significance

a. For the students, the result of the research are expected to make teaching learning process more interesting than before so it will increase students

motivation and interest. Using Music video clip can help students improve the writing skill in narrative text an active or in communicative way can keep them getting bored.

- b. For the teacher, the teachers may get a new innovation technique in teaching to expanding their teaching technique. The technique will definitely affect the teaching process quality. In short, the teacher's technique will help the students in achieving the best results.

1.7 Limitation of the Study

This research will be limited into the following aspects:

1. This study is focused to know the using music video clip to improve writing skill in narrative text.
2. This study is conducted only to the tenth grade students of SMA Negeri 1 Raha.

1.8 Definition of Key Terms

1. Music video clip

Based on Gorbman (1998), music video clip is setting music to a movie can influence our perception of narrative's characters and mood and, therefore, fulfill the function of adding to the narration. He also argued "the musical soundtrack enables the viewer's emotional identification with the characters, lays emphasis on crucial events with a repeated signature melody or mimics visual action.

2. Writing skill

Tarigan (1985) defines writing as productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. Writing skill is a major concern in writing activity which writer builds an understanding of the idea that pouring in to the text. Writer will combine the logical thinking by a collecting of some information from the outside to appearing some idea. So, writing skill in English is not how to write which is covers the accuracy by memorized vocabulary and structurally text. Hence, writing skill itself is an activity to create understanding by an idea which is pouring into text.

3. Narrative text

A Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Mark Anderson, 1957). So a narrative text is a text that give an understanding to the listener about the story in entertain ways.

1.9 Outline of the Study

This study is divided into five chapters. Chapter 1 is Introduction of the study. It consists of the Background of the Study, the Reason for Choosing the Topic, the Research Question, and the Objectives of study, the Hypothesis, and the Significances of the Study, the Limitation of the Study, the Definition of Key Terms, and the Outline of the Study.

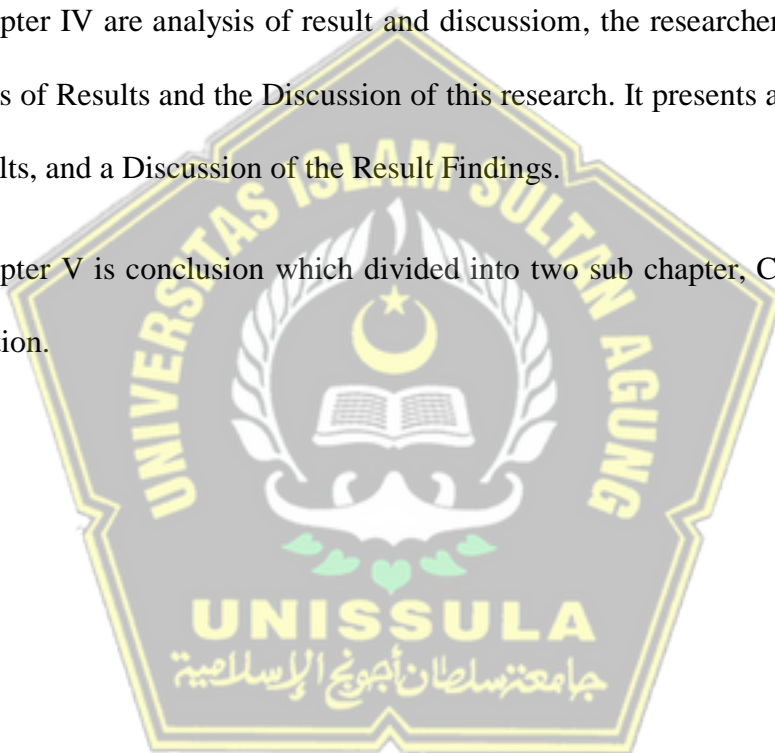
Chapter II is Review of Related Literature which contains the Definition of Writing Skill, the purpose of Writing Skill, the Types of Writing Skill, the Principle of Teaching Writing (Narrative text), the Technique of Writing

improvement, the Definition of Music video clip, the Procedure of Music video clip, and the Reviews of the Previous Studies.

Chapter III is Research Method which consists of the Research Design, the Subject of the Research, the Variable of the Research, the Instrument of the Study, the Validity of the Test, the Reliability of the Test, the Procedure of the Study, the Technique of Data Collection, and the Technique of Data Analysis.

Chapter IV are analysis of result and discussion, the researcher discusses the Analysis of Results and the Discussion of this research. It presents about Analysis of Results, and a Discussion of the Result Findings.

Chapter V is conclusion which divided into two sub chapter, Conclusion and Suggestion.



CHAPTER II

REVIEWS OF THE RELATED LITERATURE

This chapter which contain the Definition of Writing Skill, the purposes of Writing Skill, the Types of Writing Skill, the Principle of Teaching Writing(Narrative text), the Technique of Writing improvement, the Definition of Music Video Clip, the Procedure of Music Video Clip, and the Review of the Previous Studies.

2.1. Writing

2.1.1. Definitions of Writing

Writing is one of language skills. According Kholifah (2009), writing is not only combinations of letters which relate to the sounds made when people speak, but also more than the production of these to certain convention, word to sentence, paragraphs and text or passage. Writing is the process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. It means that writing is always impacted by genres.

According to Harmer (2004), writing is a way to produce language and express ideas, feelings, and opinions. It can conclude that writing is away to produce language that comes from our thought and writing is an activity of developing ideas and feelings to produce an arrangement sentence. In the process of writing, the students always face problems that occurred because of some

factors affecting their writing. The factor comes from the students" such as students get difficulties in improving writing skill, finding the main idea, getting information from the text, finding the details, getting the answer to the questions based on the text and making inference from the text". Therefore, the student's achievement on writing skill is still low. So, the students have difficulty improving in writing process. Hence, this condition is most important thing to use the effective way of teaching so that the students will be enjoyed in writing class.

2.1.2. The purposes of writing Skill

In teaching writing skill, we need to make sure that the students have some writing aims. An effective writer usually get a purpose in mind and create their writing with a point of view in order to achieving that purpose itself. The most effective learning of writing skills are likely to take a place when students are writing real message for listeners and readers or at least when they are performing tasks which they are likely to have to do in their out of class life. The choice of writing tasks will depend on why students are studying English. There are three main learnings which are worth referring, namely:

a. English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis. Recent immigrants and refugees, for example, will have specific writing needs such as the ability to fill in a range of forms, or write

particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development.

b. English for Specific Purpose (ESP)

Many students study English for a particular (or specific) purpose. People who are going to work as nurses in Britain or the USA, for example, will study medical English. Those who are going to study at an English-medium university need to concentrate on English for Academic Purpose (EAP). Business students will concentrate on the language of management and commerce, and so on.

c. English as a Foreign Language (EFL)

According to Harmer (2004) this is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country. Their needs are often not nearly so easy to pin down as the two categories we have mentioned above.

So, students must have a writing aims in learning English, especially in improving writing skill. Therefore to achieving these aims thought and ideas to be play an important role in improving writing skill so that can be real delivered in writing.

2.1.3 Types of Writing

There are five main types of writing: expository, descriptive, descriptive, persuasive and creative(Callella, 2001).

1. Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.
2. Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When you are reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.
3. Narrative writing is very common in novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you.
4. Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising. You know all of those commercials you see on television? Behind all the talk and messages is a persuasive writer. Always make sure

12 you do background research when reading this type of material, as every story has two sides!

5. Creative writing is perhaps the most fun type of writing. Anything you think up in your head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category. It doesn't necessarily need to follow any line of facts, just as long as it's interesting to read.

In short, types of writing not only make easy for the students to write their text, but also writing has different types based in the purposes and how the writer to show their ideas into the text.

2.1.4. Principles for Teaching Writing

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations (David, 2003).

- a. Understand the students' reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student work. It is important to understand both and to convey goals to students in ways that make sense to them.

- b. Provide many opportunities for students to write Writing almost always improves with practice. Writing is a part of physical activities that requires practice. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of useful writing should be practiced in class. So the teacher should provide many opportunities for students to write in order to the students will become more comfortable with the act of writing.
- c. Make feedback helpful and meaningful students need feedback on their writing. If the teacher write comments on students' papers make sure that the students understand the vocabulary or symbols used. Take time to discuss them in class. The teacher should be cautious about the tone of comments. The comments or feedbacks should be helpful and meaningful for the students' writing.
- d. Clarify for yourself, and for your students, how their writing will be evaluated.
- Students often feel that the evaluation of their writing is completely subjective. Students can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable to read and what features distract from that enjoyable. This kind of discussion has two benefits: it not only gives students a voice in the evaluation of their own work, it also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

In improving student's writing skills, the teacher has to be accountable for how well students' writing skill. The goal as a teacher is to teach students the principles of good writing that will help them to well write. Teacher gives instructions of appropriated considered it standardized principle of teaching writing skill and focus on students on student writing purposes.

2.1.5. The Technique of writing improvement

Gerlach & Ely (1980), argue "The effective teacher has a multitude of techniques and must be prepared to select the ones which will be most efficient in leading the learner to desire terminal behavior". It might do about to create motivating, memorable, and inclusive learning experiences.

Many educators to have chosen to use video slowly for viewing comprehension that is the process of comprehending visual and verbal messages (Reyes, 2005). To do about three times a week for ten minutes later on perhaps fifteen or twenty. According to Hogue (1996), free writing is a way to get ideas. When the students' write and choose a topic, they try writing whatever sentences come into their mind about the topic, don't worry about grammar, spelling, punctuation, and putting the ideas in order.

Related to statement above, that the aim of this technique was to help the students to be easy to get ideas and to give motivation for students in order to improving their writing skills' such as always practice even though it just spends several minutes. The students are able to have a new of thinking about a simple way which might help them to well write or easily.

2.2 Narrative Text

2.2.1 Definition of Narrative Text

Narrative text is one of kind of genre which learned, taught and should be mastered at the tenth grade students in Senior High School. According to Sodiq (2009), narrative is kind of story genre which present about imagination, events, incidents etc to amuse or entertain leaders or listeners. Alwasilah (2009), narrative is to tell a story a series of events or moments chronologically in form of facts or fiction. So, narrative text is a story tells us about something interesting that has a piece of writing that tells a story can be imaginary or based on a real incident. Every genre of the text has its own structure depends on the function of the text.

6. The Purpose

Benyamin (2011) states that “narrative is a text which has a purpose to amuse, entertain, and deal with problematic events ,a crisis or turning point of some kind, which in turn finds a resolution”. It can conclude that narrative text has a purpose that is to amuse the readers and to be expected to make the reader pleasure, also it has problematic events that must be solved at the end of the story.

7. Kinds of Narrative

Kinds of narrative text according to NuningPumamawati (2011), as follow:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically a legend is a short, traditional and historicized narrative performed in a conversational mode. Example: The Legend of Toba Lake, Sangkuriang, and Timun Mas.

b. Fable A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings. Example: The Ants and Grasshopper, The smartest parrot, etc.

c. Fairy tale A fairy tale typically features like folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. Example: Snow White, Cinderella, the story of Rapunzel. d.

Science Fiction Science fiction is fiction based upon some imagined development of science, upon the extrapolation of a tendency in society. Science fiction is the class of prose narrative treating of a situation that could not arise in the world we know. Example: The Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein.

The other many kind of narrative text:

a. Folktale

A traditional narrative, usually anonymous, handed down orally.

b. Real-life drama

Kind of story that adapted from the real life.

c. Classic

Tells about someone that acts as a stable model or standards, has lasting worth. Is typical or relates to ancient Greece or Rome.

d. Adventure

A genre of fiction in which an adventure, an exciting undertaking involving risk and physical danger, forms the main storyline.

e. Fantasy

A genre of fiction that commonly uses magic and supernatural phenomena as primary plot element, theme, or setting.

3. The Generic Structure

The generic structure of narrative text according of KTSP 2007as follow:

- a. Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- b. Complication : Tells the problems of the story and how the main characters solve them.
- c. Resolution : The crisis is revolved, for better or worse.
- d. Re- orientation: The ending of the story. Maybe, happy ending or sad ending.
- e. Evaluation : The stepping back to evaluate the story or the moral message of the story.

4. Linguistics Feature of Narrative Text

The linguistics Feature of narrative text according to Muhammad (2015), as follow:

- a. Using action verbs in past tense such as climbed, turned, brought, etc.
- b. Using past tense to write narrative text like as was, were, killed.

- c. Use conjunction such as and, then, after that, next, before etc. Also Temporal conjunction, like: once upon a time, one day, long time ago.
- d. Using nouns like as first person: I or We and third person: he, she, and they.
- e. Using adjective in forming of noun phrases form like as long black hair, two red apples.
- f. Using adverbs and adverbial phrase to show location or happen like as here, in the market.

2.2.2 Teaching Writing of Narrative Text

Teaching writing narrative text at tenth grade high school needs a specific strategy to guide be able to improving students' writing skill in teaching narrative text. According to Margie (2012), she explains the teaching students how to write a narrative text that will keep the readers entertained. Firstly, teacher explains the purpose of a narrative Essay. In this step, the aspect of narrative must be clear to be explained. Students have to know what the purpose of narrative and what are the components in narrative. Secondly, teacher let students chooses one event. When asking, students find one event a narrative essay, make sure they know their story should have a clear beginning, middle, and end. Then, students plan to write. Stories should have a beginning, middle, and end. Besides that, story should have a big moment, or climax. Finally, students make ending of story.

2.3 Definition of Music Video Clip

2.3.1 Music Video Clip

Video is a digital media that has benefit to enhance writing skill. Arsyad (2002) defines that video is moving pictures fitted out with natural and appropriate sounds that portray real pictures and has attractive power. Video is a selection and sequence of messages in audio-visual context (Canning, 2000). Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations (Cakir, 2006). In addition, Stempleski in Richards and Renandya (2002s) defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. They also state that a video contains not only words but visual elements, sound effect, and music that provide essential evidence on behavior, characters, and contexts which are not usually in the script.

Thus, video is a tool using in recording, reproducing, or broadcasting of moving visual images, it is consist of audio and visual can be used as a media in teaching and learning process into the classroom.

2.3.2 The Advantages and Disadvantages of music video clip

Video has many advantages in classroom. Cakir (2006) describes the advantages of video are as below :

2. Video is as enhancement of students' interest in study.

3. Video can be used as a facet of instruction along teaching learning process.
5. Video can contribute the students' learning about how to handle different kind of information (oral, written, visual) at the same time. At present, every educated individual is expected to know several symbol system; being literate in the information age means knowing how to interact and learn from different types of texts, using different types of media.
6. Video can allows learners view a PowerPoint presentation, images, discuss in oral and written form, searching on the internet, and prepare a short report in a single session through audio and visual.
7. Through video session, students can also learn how to think strategically and work collaboratively.

There are also many disadvantages of using video in teaching (Cakir, 2006). Video uses modern technology like computer and many teachers are scare to use the technology because they cannot use it. To handle it, the teachers must improve their ability in technology because students learn in digital era now.

In teaching and learning using music video have a lot of advantages and disadvantages. Hence, the teacher must use technique to take the students' attention and also decrease the bad effect of video. The teacher must control the class to make students can write their own writing in a good way.

2.3.3 Types of video

There are three basic types of video that can be used in the classroom as learning media proposed by Harmer (2007):

1. Off-air Programs It includes program recordings from a television channel that can be engaging for students. Some off-air videos are extremely difficult for students to understand, especially where particular accents or colloquial language are used.
2. Real-world Video. Real-world video deals with featured films, exercise manuals, wildlife documentaries, comedy etc. In selecting the videos, teacher needs to make a choice based on how engaging and comprehensible the extract is likely to be, whether it has multi-use potential and the length of the extract that match to time allocation of activities in the classroom.
3. Language Learning Videos. Language learning videos are free-standing videos to accompany coursebooks. The main advantage of these videos is that they have been designed for students at a particular level. Thus, they are comprehensible, designed to appeal to students' interests and multi-use as they can be used both for language study and a number of activities as well.

So, if the teacher wants to use these videos as learning media, the choice that teacher has to choose a video which the students will accept and enjoy sequences.

2.3.4 Music Video Clip as Strategy to teach Writing

Music video clip as one of media which we know. Video clips are a relatively recent development; e.g., the form's conceptual and technical sophistication, the astronomical costs of production and the burgeoning home

videocassette market. Many media used as reference for teaching writing, but music video clip can use in teaching writing narrative text because it makes the students feel enjoy. Video can be an effective communication to complex the information to students and, if used creatively, can become a powerful expressive tool (Hoffner, 2008). Nowadays music is like a virus which can influence everyone to feel what the singer tells.

2.4 The Procedure of Music Video Clip

There were some procedures to using music video clip in teaching writing narrative text: First, the study gives the students building knowledge about narrative text. Second is the study describes about what is narrative text completely include the purpose, social function, generic structure, language features, etc. The study also trains the students to make a story with using music video clip for improving their writing skill. The last is after they understand about narrative text; the study asked them to make a story based on the music video clip by Moana Animation Film.

2.5 Review of the Previous Studies

The study of using music video clip in writing has ever conducted by Normaliza Abdul Rahim, entitled 'Music Video Clip Storyboard Writing among Focus Group Learners of Media'(2009). The study purpose to investigate the communication occurred during storyboard writing for the music video clip. The participants were learners involved in a media course ages between 16-18 years old at one of the colleges in Nottingham, six female and four male. This study

involved five pairs of subject and the result is students more comprehend in writing.

The second journal has a title of using music videos to improve the ability in writing texts of the eleventh graders in SMAN 4 Malang (2012). The authors are FebriyantiNurcahyasari and EnnyIrawati from State University of Malang. The purposes of this study is to prove that using music videos as the learning media, can bring about better change in improving students' abilities in writing narrative texts. The subjects of researchers are population of the eleventh graders of science 2 program in SMA Negeri 4 Malang and second semester of academic year of 2011/2012. There taken sample were 28 students included as the subjects of this study, consisting of 11 male students and 17 female students. This study has employed collaborative Classroom Action Research (CAR) method. The instruments in this study are used scoring rubric, observation checklists, field notes, and questionnaire. The researcher found that the implementation of music videos improved the students' ability in writing narrative texts and every time the music video displayed, most students seemed captivated and kept requesting the teacher to play it again. There were 23 students who stated that music video could make the teaching and learning writing more effective.

The third Journal on the title is "Using Music: An Effective Medium of Teaching Vocabulary in ESL Classroom"(2012), which was written by Takwa Sultana Jahan, he is an assistant professor of the English Language Institute from United International University, Bangladesh. The main aims of this research are to discuss more about the use of songs in English that can create an impact and also

finds out how to renew music in asking students to compile vocabulary to stay relaxed so that learning becomes more enjoyable. Subjects in the study were 50 students from a private university located in the capital city of Dhaka. The study was carried out between two groups, each consisting of 25 students aged from 17-18. The method used in this study is an experimental method. To conduct research, there are several research instruments are in collecting research data through classroom observation, tests, questionnaires and interviews. the find results are that the researcher has found seven points which represented how often students listen to music for improving vocabularies are English music preference, Genre preference, Frequency of listening music, Preference to sing a song, Past experience of having music in ESL class, Feedback of the class using music, Device used for listening to music. From these of 7 points the researchers found results that students can improve their vocabulary or not depending on how often they listen to music in terms of increasing their vocabulary.

There were some differences between the previous studies and this study. First, this study used music video clip in teaching writing narrative text. In this study, the researcher will conduct a scaffolding technique in teaching writing narrative text. At least, there are five steps: Inquiry, Modelling, Shared, Collaborative and Independent because in these steps are very simple to apply in teaching writing of tenth grade. Second, this study used quasi experimental research, where the researcher will conduct the pre-test and post-test which are divided into two parts as follows experiment class which is offline class and control class which is online class by using Google meet/Zoom application,

whereas for the research above without using this application. Although the previous studies used video clip as media in teaching writing but this study was more specific in only using music video clip to know the effectiveness of the media in teaching narrative text. Those reason showed that this study was different from the previous study.



CHAPTER III

RESEARCH METHOD

This chapter consist of Research Design, Subjects of the Study, Research Variables, Research Data, Instrument of the Study, Procedure of the Study, Scoring Technique, Data Analysis.

3.1 Research Design

This research used quantitative approach with experimental design. There are many kinds of experimental research design such as true experimental, pre-experimental, and quasi eksperimental. In this study used quasi experimental design which did not have the true experimental characteristic like randomization. This study used pre-test and post test control group design with one treatment as the design for this study. According to Bhattacharjee (2012), the design can be describe with the scheme as follow:

Tabel 3.1

Group	Pre-test	Independent Variable (the treatment)	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

Where:

E: The experiment group (using treatment)

C: The control group (without treatment)

Y1: Pretest experiment and control group

Y2: Post-test of experimental and control group

-: There was no treatment

X: Treatment

3.2 Subject of the Study

The subject of this study was the tenth graders of SMA Negeri 1 Raha in the academic year 2020/2021.

3.2.1 population

Population is a complete set of elements (person or object) that possess some common characteristic defined by the sampling criteria established by the researcher (Lois,2013). Population is the large group used by the researcher to generalize the result of the research.

3.2.2. Sample

Sampling is a technique to take sample from group population. In order to study a population more effectively, this study selected sample as the representative of the population that is purposive sampling. To conduct this study, the amount of sample is required. Sample was the part of

population where the characteristic had been tested in the whole population (Djarwanto and pangestu,1993).

3.3 Research Variables

Variable is anything that will be researched by the researcher. According to Frankel and Wallen (2006) variable is a concept a noun that stands for variation within a class of subject such as gender, color, motivation, chair, eye, achievement, or running speed. Based on the title of this study, there were two variables:

1. Independent variable

Independent variable is variable that influences or those of change the dependent variable. Creswell (2012: 116) states “An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable”. The independent variable of this research is used music video clip as media in teaching writing.

2. Dependent Variable

Dependent variable is variable that is affected or that be the result because of the existence of the independent variable. Creswell (2012) states “A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.

3.4 Research Data

The research data of this study are from the teacher and test that gained in pre-test and post-test. There are the data:

- Data collected from teacher in form of students' score about writing.
- Data collected from the result of pre-test.
- Data collected from the result of post-test that give.

3.5 Instrument of the Study

According to Arikunto(1997), Instrument is the tool when the researcher uses a method so that instruments is needed to get the data in a researcher. There are five ways of collecting data in this research. Those are observation, test, questionnaire, interview, etc. The primary instruments of this study was test. In this study, the writer used test as instruments, therefore the researcher applied set of test: Pre-test and Post-test. Pre-test was held in the beginning before doing treatment. Post-test was held in the end after treatment. By the test, it shows us that they are able or not to write well.

3.6 Procedure of the study

There are some steps in doing this study as follow: firstly, the researcher identified the problem of the study. Secondly, the researcher managed the instruments and after that would testing the instruments as well. Thirdly, analysed the test and try to see there is a problem or not in order to conduct the instrument. Fourthly, the researcher conducted the pre-test and post-test which are divided into

two parts as follows experiment class which is offline class and control class which is online class by using Google meet/Zoom application. Fifthly, based on the learning problem lesson activities from class experiment and control class, the researcher analysed the data, testing the hypothesis and make a conclusion of the study.

3.6.1 Pre-Test

Pre-test is conducted to measure participants or characteristic before the students get the treatments and to know the initial achievement of students. This test had been given before the experimental group and the control group in the same way. This test was the same level from post-test but with difference questions. The material of pre-test was the written form, given essay writing test to make story consisting of 15-20 sentences. The time required to do this text is about 30 minutes.

3.6.2 Treatment

Treatment is the second steps after pre-test. The purposes of the researcher gives the treatment to improve writing skill which used of Music Video Clip by Frozen with the title of the song is “Let it go” as learning method in teaching writing of narrative text. This study had been given different treatment for both of the group on five meetings and time of one meeting is 60 minutes. At this stage, the students got music video clip which sequences to the events related to the narrative text in video. After that, they would write the text while seeing the pictures to indicate the events that happens there.

The experimental group teaches using music video clip as a treatment to improve students' writing, while the control group is teach in a conventional way. The treatment to experimental group follow as:

Table 3.1 Treatment of this study

No	The Meeting	Target	Learning Material	Time
1	1	Past Tense	Tells about habits in the past and Describe situation in the past	60 Minutes
2	2	Generic Structure and language features of Narrative text	Analysis the generic structure snow white short story	60 Minutes
3	3	Making story (Narrative text)	Analyze the grammatical structure of the story	60 minutes
4	4	Narrative text	Kinds of	60 minutes

			Narrative text	
5	5	Making a story	Describe the story based on music video clip	60 minutes

3.6.3 Post -Test

The last process of doing this research, the students got the test in the form of Post-test. Post test was an observation that have done after treatment. Post-test in this study has a purposes to measure the students writing acquisition improvement after getting the treatment. This test gave to the students which are purposes to know the results after they get the treatment and the test was as the same level from pre-test but with difference question and the test gives in a written form. After the Post-test was given, the scores from two groups were compared to determine they different significantly.

3.7 Scoring Technique

Scoring the students' work was a step to get the quantitative data each students. This step conducted after the students doing post-test. It purposes to analyze the written production of the students to measures the progress. The test was score by the researcher and the English teacher. This study makes criteria for each component based on Heaton grid and categories as follows:

Table 3.2 The Criteria of scoring data

Criteria of Mastery	Score	Criteria of Scoring
Grammar	5 4 3 2 1	<p>Excellent: able to write more than 250 words, properly.</p> <p>Good: no more than 200 words, few mistakes only (preposition, article, etc.)</p> <p>Fair: only able to write 150 words</p> <p>Inadequate: Lack of mastery of sentences constructions.</p> <p>Unacceptable: the sentences construction are not acceptable</p>
Vocabulary	5 4 3 2 1	<p>Excellent: use of synonyms which appropriate, using appropriated words</p> <p>Good: use of new word acquired and circumlocutions</p> <p>Fair: attempt to use words acquired, use words on a few creation</p> <p>Inadequate: restricted vocabulary, use of synonymms, imprecise and vague, affects meaning.</p> <p>Unacceptable: inappropriate use of synonyms seriously hinders communication.</p>
Spelling	5 4 3 2 1	<p>Excellent: no error</p> <p>Good: 1 or 2 minor error only</p> <p>Fair: several errors, not too hard to undesrtand.</p> <p>Inadequate: several errors, some interfere with communication, solme words very hard to recognize</p> <p>Unacceptable: numerous errors, hard to recognize, several words communication made very difficult.</p>

Content	5	<p>Excellent: 100% all sentences support the topic, highly organized, clear progression of ideas well linked.</p>
	4	<p>Good: 95% ideas well organized, links could occasionally be clearer but communication not impaired.</p>
	3	<p>Fair: 80% some lack organization, re-reading required for clarification of ideas.</p>
	2	<p>Inadequate: 75% little or no attempt at connectivity, though. Reader can reduce some organization, individual ideas, may be clearer but very difficult to deduce.</p>
	1	<p>Unacceptable: only 50% lack organization to serve that communication is seriously impaired.</p>
Fluency	5	<p>Excellent: flow style, very easy to understand, both complex and simple sentences, very effective.</p>
	4	<p>Good: quite flowing in style, mostly easy to understand, and few complex sentences, very effective.</p>
	3	<p>Fair: style reasonably smooth, not too hard to understand mostly, simple sentences, fairly effective.</p>
	2	<p>Inadequate: bad style. An effort needed to understand and enjoy, complex sentences, confusing, mostly simple sentences or compound</p>
	1	<p>sentences.</p> <p>Unacceptable: very bad, hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences confusing, excessive use of "and".</p>

From the scores above it should be converted to numerical data, which had been processed to the scale of 0-100. The levels of the students achievements can be known from the criteria above. The measurement of the students could be interpreted with the following formula:

$$TS = \frac{SC}{MS} \times 100$$

Where :

TS : Total Score

SC : Students Score

MS : Maximum Score

After scoring the data, the study had been inputted scores into the following criteria:

Table 3.3 The Level of Achievement

Score	Grade	Level of Achivement
85-100	A= Excellent	Outstanding
75-84	B= Good	Above Average
65-74	C=Fair	Average
50-64	D= Poor	Below Average
20-49	E. Very Poor	Insufficient

3.8 Data Analysis

The next step was finding the average of control and experimental group.

The formula used is:

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

Where:

M : The average of students score

$\sum x$: Total score

N : The number of students

When the data was done, the next step was comparing the result of post test and pre-test. The standard normality is 0.05. According to Ghozali (2011:34), if sig (2-tailed) > 0.05, it means that the distribution is normal. However, if sig (2-tailed) < 0.05, it means that the distribution is not normal. However, this study used independent sample T-Test in program for windows release version 16.0 to determine the hypothesis. If the t-obtained value higher or same t-table (t-obtained > t-table, H₀ is refused and if t-table obtained value is lower or same t-table (t-obtained or t-table) is rejected.

BAB IV

ANALYSIS OF RESULTS AND DISCUSSION

In this chapter, the writer discusses the Analysis of Results and the Discussion of this research. It presents about Analysis of Results, and a Discussion of the Result Findings.

4.1 Analysis of the Result

The study has been conducted at SMA Negeri 1 Raha, Muna district, Southeast Sulawesi. Research carried out from March 9-27, 2021. The primary instrument of this study is the test. The researcher uses a test as an instrument with applies set of tests: Pre-test and Post-test.

4.1.1 Analysis of Pre-Test

To begin selecting data, the researcher uses a pre-test to measure participants or characteristics before the students get the treatments and to know the initial achievements of students. The purpose of this test was to identify the student's ability in writing narrative text. The first meeting was conducted on March 9, 2021. At this first meeting, the researcher presented the pre-test question. The material of the pre-test is the written form, given an essay writing test to make a story. 76 students were participating in this activity. They were divided into two groups; the first group consists of 34 students of X-MIA 6 as an experimental group and consists of 35 students of X-MIA 4 as a control group class. There was a question where the student should write and continue the story about music of the Frozen Story "Let it go". The time required to do this text is 30

minutes. This was the result of pre-test X-MIA 6 as an experimental group

Independent Samples Test of Pre-test

between X-MIA 4 as control group class:

Table 4.1

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score_Pre	Experimenta 1	34	59.44	5.582	.957
	Control	33	60.73	4.571	.796

Where N on the table was the number of students while mean was the average of numbers. The standard deviation from the table above was a measure of how spreads out numbers are. The table showed that mean of a pre-test for experimental groups is 59.44 with the total students N is 34 and the standard deviation is 5.582, while the control group is 60.73 with the total of students N is 33 and the standard deviation is 4.571. Based on the statistical group table above, it is known as the average pretest for advanced class tests is 59.44 and that the pretest for control class tests is 60.73, which means that the pre-test of control class average is higher than the average. To see the average difference can be seen using the independent test of the following test.

Table 4.2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
									Lower	Upper
Score_ Pre	Equal variances assumed	2.668	.107	-1.030	65	.307	-1.286	1.249	-3.780	1.207
	Equal variances not assumed			-1.033	63.225	.305	-1.286	1.245	-3.774	1.201

Based on the results of the independent t-test in the table above, the f-count revenue test of 2.668, with a probability of 0.107, because of probability > 0.05, meaning that the pretest value data has the same variant (identical). Thus, the test's different t-test analyses should use equal variances pressurized. Based on the independent t-test tables it appears that the value on equal variances fluctuated is -1,030 with a significant probability of 0.307 larger than 0.05. So it can be

concluded that there is no significant difference between the pre-test class control average and the pre-exam class average.

Treatment was the second step after the pre-test. The experimental group was taught using music video clips as a treatment to improve writing skills which used music clips as a learning method in teaching writing of the narrative text. The treatment was conducted on 12-26 March 2021. The Experimental group was 34 students of X-MIA 6. This study gives five meetings and the time of one meeting was 60 minutes.

The first treatment was conducted on March 12, 2021. The target at the first meeting was to understand the past tense with the learning material talks about habits in the past and circumstances in the past with a 60-minute time frame. The researcher gives relevant motivations according to the learning materials. Keep students paying more attention and focus on the narrative text study. The researcher gave the materials to make sure that students know about the materials posted in the simple past tense. Then, the habits don't forget to ask the students to talk about their habits in the past. The purpose of it was to make the students be able to write a headline text. During the first treatment, many students were enthusiastic and active to boldly express their ideas in understanding the simple past tense. When finished, researchers, as well as students, discuss together in class.

The second treatment was conducted on March 15, 2021. The activities in the treatment steps are lesson plan (RPP) and preparing accordingly competence

materials that will be taught. The goal of this treatment was focused on the generic structure and language feature of narrative text with the topic material is Kinds of narrative text and analysis of the generic structure of the narrative text. The activity on this step is the same as the one in the treatment steps.

It was done to emphasize the material to the students and to make the students focus and pay attention to a narrative text including social function, generic structure, and grammatical features. The purpose of it was to make the students able to write good sentences in a narrative text. During treatment in the experimental group, the researcher reflects on mimicry and thought material. Researchers provided explicit text on frozen stories and together analyzed the generic structure and language variables. Afterwards, researchers told students to look for other sample texts, and they would discuss them together at the next meeting.

The third treatment was conducted on March 16, 2021. Activities were conducted to continue the meeting. The researcher told students to prepare an example from the texts they had obtained and to discuss their work together. This meeting was focusing to discuss the grammatical structure based on the story that they searched. The purpose of this activity is for all students exactly understand the grammatical features in narrative text. All the students were so focused and so enthusiastic about having a discussion.

The fourth treatment was conducted on March 19, 2021. The researcher explained the material on the reliability of the text. The purpose of doing the step

was to make the students must know there are many subjects of the reporting text. Researchers give examples of descriptive text stories of individual hypertext. Students are focused on paying more attention and understanding what is being said.

The last treatment was done on March 27 2021. At this activity, the researcher makes the conclusions from all the material on the text of the narrative text. The researcher asked students questions about the text of infection to know about the student's understanding during treatment. When the students understood the narrative text, the researcher shows a music video clip about a frozen story. The researchers play a music video clip and asked the students to make a story based on the video on their own. The researcher didn't forget to give some directions to the students when they saw the music video clip that was shown.

4.1.2 Analysis of Post-Test

After treatment was done, the last process of doing this research, the students got the test in the form of post-test. It was conducted on March 29 2021. Post-test in this study to measure the student writing acquisition improvement after getting the treatment and to know the results after they get the treatment. 67 students were participating in this activity. They were divided into two groups; the first group consists of 34 students of X-MIA 6 as an experimental group and consists of 35 students of X-MIA 4 as a control group class. The test is at the same level as the pre-test but with different questions and the test gives in a written form. By referring to the results of the post-test this study compared with a pre-test to know that this method was able to improve the students' writing skills.

After the post-test was given, the score from the two groups was compared to determine they differ significantly. This was the result of post-test X-MIA 6 as an experimental group between X-MIA 4 as control group class:

Table 4.3

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score_Post-test	Experimental	34	87.21	5.215	.894
	Control	33	73.79	4.233	.737

Based on the statistical group table above, it is known that the n on the table is the same as the previous table that describes the number of students that are done on pre-test while the mean is average. The default dividend from the table above is the size of how widespread the figure is. The above table shows that the average value of the post-test test experiment is 87.21 with the number of n students is 34 and the deviation standard is 5,215, whereas the control class is 73.79 with the n student number is 33 and the deviation standard is 4,233. The table statistic above means that the average value of the advanced post-test class is higher than the average for the post-test class control. See the average difference can be seen using the independent test of the following t-test:

Tabel 4.4

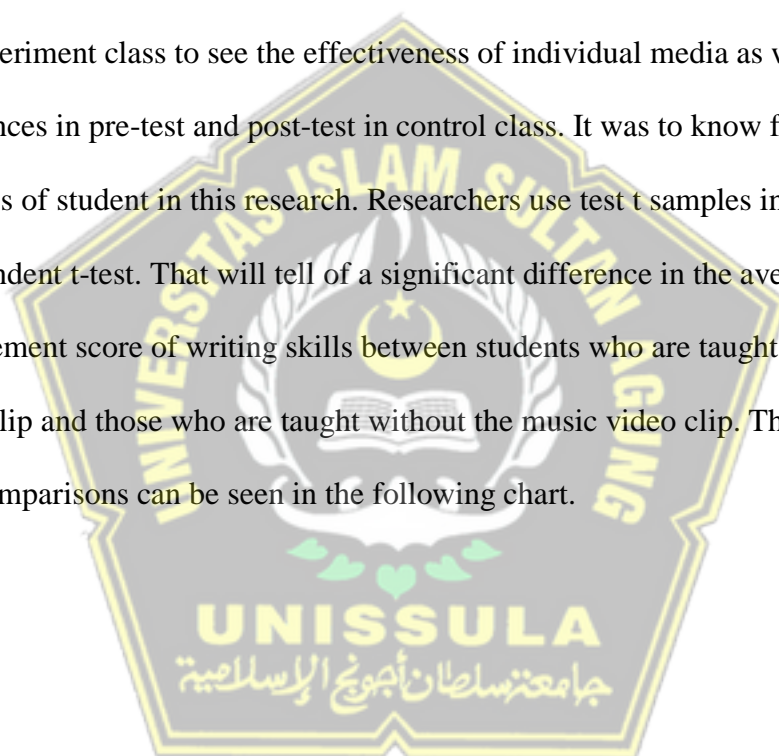
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.843	.362	11.542	65	.000	13.418	1.163	11.096	15.740
Score Equal variances not assumed			11.578	63.049	.000	13.418	1.159	11.102	15.734

Based on the results of the independent t-test in the above chart, the f-count revenue test of 0.843, with a probability of 0.362, because of probability > 0.05 , that the H_1 is rejected, meaning the post-test value data has the same variant (identical). Thus, the test's different t-test analyses should use equal variances

pressurized. Based on the independent t-test table it appears that the value T in equal variances acceptable is 11.542 with a significant probability of 0,000 less than 0.05. So, it may be concluded that there is a significant difference between the average value of the control post-test and the average value of the post-test class average. It means that the treatment works.

Researcher also compared the results of the pre-test and post- pre-test of the experiment class to see the effectiveness of individual media as well as the differences in pre-test and post-test in control class. It was to know far the progress of student in this research. Researchers use test t samples in pairs and test independent t-test. That will tell of a significant difference in the average achievement score of writing skills between students who are taught using music video clip and those who are taught without the music video clip. The result the data comparisons can be seen in the following chart.



4.2 Comparison of Result

4.2.1. Comparison Between Pre-Test and Post-Test

Tabel 4.5

Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score_Pre_control	60.73	33	4.571	796
	Score_Post_control	73,79	33	4.233	737

Tabel 4.6

		Paired Differences				t	df	Sig (2- tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Score_Pre_Control - Score_Post_Contr ol	-13.061	5.367	.934	14.964	-11.157	13.978	32	.00

Sig (2-tailed) $\leq 0,05$ = significance difference

The data analysis at the table above, shows that sig (2-tailed) is 0,000. It's less than 0.05. It shows that the acquisition of the mean value difference from pre-test in control class is 60.73 and the mean post-test is 73.79. The average score from pre-test to post test in control group is 13.061. It means that there is a

significant difference between the pre-test and post-test results on the control group's increase in writing students without using musicvideo clip.

To distinguish and learn that there is a significant difference between experiment classes and control classes particularly in knowing whether adaptive between student's achievement before and after getting a treatment, researchers are also processing data from pre-test and post-test in the classroom proceedings.

The result of the difference is as follows:

Tabel 4.7
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Score_Pre_Experimental	59.44	34	5.582	.957
	Score_Post_Experimental	87.21	34	5.215	.894

Tabel 4.8

Paired Samples Test

Paired Differences	t	df	Sig.
--------------------	---	----	------

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
				Lower	Upper			
Pair 1 Score_ Pre_Experimental - Score_ Post_Experimental	-27.765	5.170	.887	-29.569	-25.961	-31.313	33	.000

Sig (2-tailed) $\leq 0,05$ = significance difference

From the results of the above table analysis, n is the overall number of students at experiment and mean is average Numbers whereas standard deviations from the above table are the size of how widespread the number is. Based on the data intake, the pre-test average before treatment is 59.44 and the average after treatment is 87.21. It may be assumed that the results of the post-test have been increased. And of course there's a significant difference between the pre-test and the post test. Matching the chart above shows that sig (2-tailed) s 0,000. It's less than 0.005, which means that student writing skills are increasing after getting treatment.

So the value of the mean class experiment (27.65) is greater than the mean class control value (13.61). That is how it is known that a significant mean average difference in the achievement of writing skills is between students who are taught using music video clip and who are not taught without music video clip. As far as HI, there is a significant differences in the mean score of writing skill achievement between students who are taught by using music video clip and those who are not taught by using music video clip.

4.3 Discussion

After completing a study at SMA Negeri 1 Raha, Researcher analyzed the data. Data collected before (pre-test) and after (post-test) conducted experiments using videos to teach writing clerical text in experiment class and using conventional techniques in control class. Research discussions are focused on experiment results including pre-test, treatment and post-test and learning processes. The pre-test results and the post-test both groups experienced a significance difference where the mean score of the experiment group was higher than the control group's mean average score.

After the researcher have gained results from analysis data, showing that the use of music video clip for teaching narrative text is more effective than conventional teaching. Given the level of writing skills they have to perform according to their imagination, because they have an understanding of the media given them and students to control classes that only understand through conventional teaching are more confused to write because they lack the ability to their imaginations.

Given the data collected, it is known that the results of the post-test in experiment class with the *Independent Sample T-Test* show that the rate of sig $0.00 < 0.05$ shows that treatment for video clip music has been successful in experiment class.

The study has also compared the pre-test results and the post tests of control classes and experiment classes. In order to find out the extent of the student's progress in the study and whether there is a difference between the pre-test and the post-test of both groups. According to the data obtained in this study, there is a significant difference between the pre-test and the post-test levels experiment with the control class. It means that the mean average of the two classes was increasing. It means that the writing ability of the student increases after treatment.

Based on the results of a post-test between the control group and the experiment group, it is concluded that the mean average score of the more high experimentation classes is compared with the average acquisition of control class. With the results that the use of video clip music in improving students' writing ability for textual literacy is more effective than conventional teaching methods and also music video clip that could attract their interest in writing a narrative essay.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sub chapters, Conclusion and Suggestion.

5.1 Conclusion

Based on research and discussion in chapter IV, it is concluded that post-test results indicate that the average score of experimental classes is higher than the control class. The Mean-average test group score for Pre-Test is 59.44 and its Post-Test average test was 87.21 as the mean pre-test control group 60.73 and the mean post-test scores were 73.79. This means that in teaching of narrative text, students who are taught by using video clip music have increased ability and score higher than those who do not use Music video clip, but both have an increased writing ability.

Based on the analysis, the researcher concludes that there is a significant difference in writing ability between tenth graders who are taught using Music video clip and those who are not. Analysis shows that the significance of the 2-tailed count (0,000) it is less than 0.05 so that H_0 is rejected and H_1 is accepted. Thus, hypothetically, "there is a random difference in the mean score of writing skill achievement between students who are taught by controlling music video clip and those who are not taught by stolen music video clip" is accepted.

So the improvement in writing texts significantly from the experimental class with the control class is no significant difference. Using the study media music video clip, students have a good imagination, students have a powerful impact on the media provided, students are more likely to understand, more interested in learning in music video clip.

5.2 Suggestion

Based on the research that has been conducted, there are some suggestion for teacher and students in order to improve their ability in writing narrative text:

1. For teacher:

- a. The use of the learning media for English teachers should emphasize visual media more in order to enhance the ability to write students.
- b. Teachers must be selective and creative in designing media to improve English learning. It is important to use diverse and interesting media to support class activities.
- c. Teachers can try new technical innovation using video clip music as teaching media can enable students to develop an illumination of their minds in writing. Innovative teacher techniques can help students get the best results.

2. For student

Media music video clip is an appropriate learning medium that can increase students' ability to write in narrative text study because music video clip presents words, using phrases and become non-boring learning media. The unboring media of learning can add student learning motives and student grades. Watching music video clip students develops their imagination and mind. Students captured the idea and poured it into the writing they would write. Using this medium they are also expected to make writing a story easier and find no difficulty getting ideas in writing.



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Appendix 1

JURNAL PENELITIAN

Tempat :SMA Negeri 1 Raha
Kelas :X-MIA 6 dan X-MIA 4
Hari/tanggal :Selasa, 9 Maret 2021
Kegiatan : Pre-test
Tehcnique : Writing Test- story writing composition Test

Uraian kegiatan:

1. Guru menjelaskan tentang materi yang akan di ajarkan di sertai contohnya.
2. Guru memberikan topic yaitu sleep beauty.
3. Guru menyuruh siswa mengerjakan tugas menulis teks narrative dengan topic "Sleep Beauty".
4. Siswa mengerjakan teks sesuai dengan perintah yang di berikah oleh guru.

Raha, 9 Maret 2021

Mengetahui

Mahasiswa Peneliti



Wa Ode Siti Faradila

Appendix 2

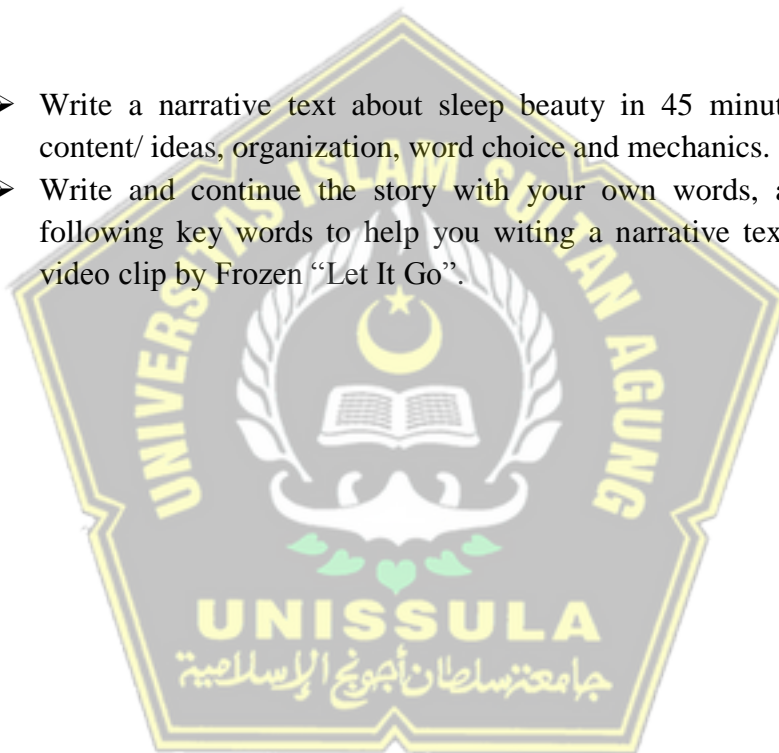
Test of Pre-test
control/experimental

Story Writing

Name :

Class :

- Write a narrative text about sleep beauty in 45 minutes with good content/ ideas, organization, word choice and mechanics.
- Write and continue the story with your own words, and use these following key words to help you writing a narrative text about music video clip by Frozen “Let It Go”.



Appendix 3

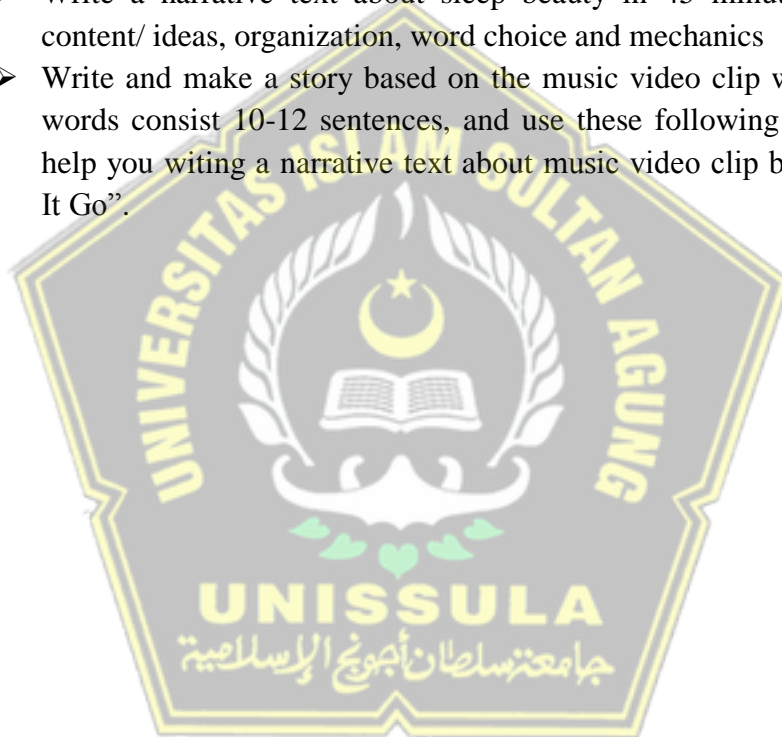
Test of Post-test
experimental Group

Story Writing

Name :

Class :

- Write a narrative text about sleep beauty in 45 minutes with good content/ ideas, organization, word choice and mechanics
- Write and make a story based on the music video clip with your own words consist 10-12 sentences, and use these following key words to help you witing a narrative text about music video clip by Frozen “Let It Go”.



Appendix 4

**JURNAL PELAKSANAAN PENELITIAN
EXPERIMENTAL GROUP**

Tempat : SMA Negeri 1 Raha

Kelas : X-MIA 6

Hari/tanggal : Jumat, 12 Maret 2021

Jam : 08.00 Wita

Kegiatan : first Treatment (Pengajaran writing Narrative text mengenai past tense dengan topik “Habit”).

Uraian Kegiatan:

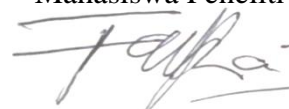
1. Kegiatan awal
 - Guru memberi salam (greeting), menanyakan keadaan siswa serta menyiapkan secara fisik untuk mengikuti proses pembelajaran.
 - Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan topik yang di berikan
2. Kegiatan inti
 - Membahasa tenses yang di gunakan dalam teks narrative
 - Siswa mendengarkan penjelasan dari guru mengenai materi yang akan di ajarkan.
 - Guru memberikan contoh dari kalimat past tense, siswa di mintai untk mendengarkan dan memperhatikan.
 - Memberikan sebuah tugas yaitu tentang membuat sebuah kalimat past tense yang menjelaskan kebiasaan di lakukan di masa lampau.
3. Kegiatan penutup
 - Guru bersama siswa membuat rangkuman atau kesimpulan terhadap kegiatan sudah di lakukan.

Raha, 12 Maret 2021

Mengetahui,

Kepala sekolah

Mahasiswa Peneliti



La Malinta,S.Pd.,M.Si.

Wa Ode Siti Faradila

JURNAL PELAKSANAAN PENELITIAN

EXPERIMENTAL GROUP

Tempat : SMA Negeri 1 Raha

Kelas : X-MIA 6

Hari/tanggal : Senin, 15 Maret 2021

Jam : 08.00 Wita

Kegiatan : Second Treatment (Diskusi dengan membahas hasil keseluruhan dari pertemuan sebelumnya).

Uraian Kegiatan:

1. Kegiatan awal:

- Guru memberi salam (greeting), menanyakan keadaan siswa serta menyiapkan secara fisik untuk mengikuti proses pembelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi dari pertemuan sebelumnya.

2. Kegiatan Inti:

- Siswa mendengarkan penjelasan dari guru terkait materi yang di ajarkan pada pertemuan sebelumnya.
- Guru menunjuk siswa secara acak untuk menanyakan materi yang telah di bahas sebelumnya.
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan.
- Guru membantu masalah yang di hadapi oleh siswa.

3. Kegiatan penutup

- Bersama siswa membuat rangkuman atau simpulan terhadap kegiatan yang sudah di laksanakan.
- Memberi umpan balik terhaap hasil pembelajaran siswa.

Raha, 15 Maret 2021

Mengetahui,

Kepala sekolah,

La Malinta,S.Pd.,M.Si.

Peneliti,


Wa Ode Siti Faradila

Appendix 5

JURNAL PELAKSANAAN PENELITIAN

EXPERIMENTAL GROUP

Tempat : SMA Negeri 1 Raha

Kelas : X-MIA 6

Hari/tanggal : Selasa, 16 Maret 2016

Jam : 10.00 Wita

Kegiatan : Third Treatment (Pengajaran writing pada teks narrative dengan menggunakan music video clip sebagai media pembelajaran).

Uraian Kegiatan:

1. Kegiatan Awal

- Guru memberi salam (greeting), menanyakan keadaan siswa serta menyiapkan secara fisik untuk mengikuti proses pembelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi dari pertemuan sebelumnya.

2. Kegiatan Inti

- Siswa mendengarkan penjelasan dari guru mengenai materi yang akan di ajarkan.
- Memberikan contoh teks tertulis berbentuk narrative kepada siswa dan membacanya secara nyaring, siswa di minta mendengarkan dan memperhatikan.
- Membahas kosa kata yang ada dalam teks monolog narrative.
- Memberikan sebuah tugas yaitu tentang narrative text memutar video sebagai alat bantu siswa dalam mengerjakan tugas.

3. Kegiatan Penutup

- Guru bersama siswa membuat rangkuman atau simpulan terhadap kegiatan yang sudah di laksanakan.

Raha, 16 Maret 2021

Mengetahui,

Kepala sekolah

Mahasiswa Peneliti



La Malinta,S.Pd.,M.Si.

Wa Ode Siti Faradila

Appendix 6

**JURNAL PELAKSANAAN PENELETIAN
EXPERIMENTAL GROUP**

Tempat : SMA Negeri 1 Raha

Kelas : X-MIA 6

Hari/tanggal : Jumat, 19 Maret 2021

Jam : 10.00 Wita

Kegiatan : Fourth Treatment (Narrative text) Mendiskusikan dengan membahas hasil keseluruhan dari pertemuan-pertemuan sebelumnya.

Uraian Kegiatan:

1. Kegiatan Awal
 - Guru memberi salam (greeting), menanyakan keadaan siswa serta menyiapkan secara fisik untuk mengikuti proses pembelajaran.
 - Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi dari pertemuan sebelumnya.
2. Kegiatan Inti
 - Guru menjelaskan mengenai generic structure and grammatical pada teks narrative.
 - Guru melanjutkan dengan membahas jenis-jenis teks narrative.
3. Kegiatan Penutup
 - Guru bersama siswa membuat rangkuman atau simpulan terhadap kegiatan yang sudah di laksanakan.

Raha, 19 Maret 2021

Mengetahui,

Kepala sekolah pendamping

Mahasiswa



La Malinta,S.Pd.,M.Si.

Wa Ode Siti Faradila

Appendix 7

**JURNAL PELAKSANAAN PENELITIAN
EXPERIMENTAL GROUP**

Tempat : SMA Negeri 1 Raha

Kelas : X-MIA 6

Hari/tanggal : Sabtu, 27 Maret 2021

Jam :08.00 Wita

Kegiatan : Post-test (Narrative text)

Uraian Kegiatan:

1. Guru memberikan penjelasan tentang materi yang akan di ajarkan di sertai dengan contoh.
2. Guru menyuruh siswa mengerjakan tugas menulis teks narrative sesuai dengan video clip yang akan di putarkan.
3. Siswa mengerjakan tugas sesuai dengan perintah guru.

Raha, 27Maret 2021

Mengetahui,

Kepala Sekolah Pendamping

Mahasiswa

La Malinta,S.Pd.,M.Si.

Wa Ode Siti Faradila

Appendix 8

The Students Name of Experimental Group

X MIA 6

NO	Name	Sex
1	ABDURAHMAN SALEH	Male
2	AFRLIA RANTELINO	Female
3	ARIF MUNANDAR	Male
4	ARYA TRI ANUGRAH	Male
5	ASTRIAWAN SAPUTRI	Male
6	DIAN AINUN SULASTRI	Female
7	ERVIANA	Female
8	FADHILA APRIA SARI	Female
9	FANI	Female
10	FREDERICK YUSRAL LUOLIA	Male
11	INTAN	Female
12	IRMA NURMIN	Female
13	IVY CALISTA AZZAHRA	Female
14	LAODE MUHAMAD HIDAYAT	Male
15	LAODE ASHAMAD NUSRIAH	Male
16	MUHAMMAD RIFKIYAL AL-ADHA	Male
17	MUHAMMAD RIFKY AL-MUBARAQ	Male
18	MURINADH FITRIAH	Female
19	NAJWA RADJAB	Male
20	NURFARHANA	Female
21	NURMAISYARAH	Female
22	RAHMAN	Male
23	RIFKA AMALIA RAMADAN	Female
24	RISKA AL WIJAYANTI	Female
25	SITI MULIANA	Female
26	SRI MURNI	Female
27	WAODE HAFIZA RAHMAN	Female
28	WAODE ALSINTA DEWI SUKHAN	Female
29	WAODE CINDY FAUZIA	Female
30	WAODE HASLINDA	Female
31	WAODE SITTI ZAHRA ZALZABILA	Female
32	WAHIDIN	Male
33	WAODE NUR ADAWIAH	Female
34	WIDYA	Female

Appendix 9

The Students Name of Control Group

X MIA 4

NO	NAME	SEX
1	ALLUYA HAERUNISA	MALE
2	AMALINA ADNAN	FEMALE
3	ANANG MAULANA	MALE
4	ANISAH SAHZAI	FEMALE
5	ASTRID WAHYUNI	FEMALE
6	BAHARUDIN JUSUF HABIBIE HASTA	MALE
7	CHELSYA CAHYA PUTRI	FEMALE
8	DESI IRIANTI	FEMALE
9	DEWI SATRIAWATI	FEMALE
10	GEBY SANTIKA	FEMALE
11	HIKMAH MUNAJAT AMIN	FEMALE
12	INGGIT RAMADANI	FEMALE
13	JUMAKHIR	MALE
14	KUSNI	MALE
15	LAODE FAHRIANSYA	MALE
16	LAODE MUHAMMAD AIRIEF RAHMAN	MALE
17	LAODE AL FARAZ HABIBI NDOASA	MALE
18	MUHAMMAD HERU	MALE
19	MUHAMMAD RATO SONTOLA	MALE
20	MUHAMMAD FAZIL FARAQ ODE	MALE
21	MUHAMMAD RIFKY AL KAUTSAR	MALE
22	MUHAMMAD RIZKI AL KAUTSAR	MALE
23	NINING ANGRANI	FEMALE
24	NURZAKIYAH	FEMALE
25	PUPUT ZYAILAH VITRAH	FEMALE
26	PUTRI AYU	FEMALE
27	REZY ADYTHIA PRATAMA RAMADAN	FEMALE
28	RIZKY JULIAWAN	MALE
29	SITTI ADILA DAMAYANTI	FEMALE
30	WAODE NURFADILA	FEMALE
31	WAODE SITI BIA ARIAM	FEMALE
32	WAODE ZAMRINA	FEMALE
33	WA SANTRI	FEMALE

Appendix 10

The distribution Score of Pre-test

X MIA 6 (Experimental Group)

NO	Name	SCORE
1	ABDURAHMAN SALEH	63
2	AFRLIA RANTELINO	65
3	ARIF MUNANDAR	55
4	ARYA TRI ANUGRAH	60
5	ASTRIAWAN SAPUTRI	62
6	DIAN AINUN SULASTRI	50
7	ERVIANA	50
8	FADHILA APRIA SARI	65
9	FANI	65
10	FREDERICK YUSRAL LUOLIA	59
11	INTAN	65
12	IRMA NURMIN	63
13	IVY CALISTA AZZAHRA	55
14	LAODE MUHAMAD HIDAYAT	69
15	LAODE ASHAMAD NUSRIAH	60
16	MUHAMMAD RIFKIYAL AL-ADHA	53
17	MUHAMMAD RIFKY AL-MUBARAQ	60
18	MURINADH FITRIAH	65
19	NAJWA RADJAB	50
20	NURFARHANA	57
21	NURMAISYARAH	65
22	RAHMAN	60
23	RIFKA AMALIA RAMADAN	53
24	RISKA AL WIJAYANTI	63
25	SITI MULIANA	65
26	SRI MURNI	54
27	WAODE HAFIZA RAHMAN	57
28	WAODE ALSINTA DEWI SUKHAN	65
29	WAODE CINDY FAUZIA	65
30	WAODE HASLINDA	53
31	WAODE SITTI ZAHRA ZALZABILA	50
32	WAHIDIN	55
33	WAODE NUR ADAWIAH	60
34	WIDYA	65

Appendix 11

The Distribution score Students Name of Pre-test

X MIA 4 (Control Group)

NO	NAME	SEX
1	ALLUYA HAERUNISA	58
2	AMALINA ADNAN	65
3	ANANG MAULANA	66
4	ANISAH SAHZAI	65
5	ASTRID WAHYUNI	60
6	BAHARUDIN JUSUF HABIBIE HASTA	66
7	CHELSYA CAHYA PUTRI	59
8	DESI IRIANTI	62
9	DEWI SATRIAWATI	58
10	GEBY SANTIKA	67
11	HIKMAH MUNAJAT AMIN	58
12	INGGIT RAMADANI	62
13	JUMAKHIR	60
14	KUSNI	66
15	LAODE FAHRIANSYA	65
16	LAODE MUHAMMAD AIRIEF RAHMAN	54
17	LAODE AL FARAZ HABIBI NDOASA	50
18	MUHAMMAD HERU	60
19	MUHAMMAD RATO SONTOLA	66
20	MUHAMMAD FAZIL FARAQ ODE	64
21	MUHAMMAD RIFKY AL KAUTSAR	60
22	MUHAMMAD RIZKI AL KAUTSAR	60
23	NINING ANGRANI	55
24	NURZAKIYAH	58
25	PUPUT ZYAILAH VITRAH	63
26	PUTRI AYU	65
27	REZY ADYTHIA PRATAMA RAMADAN	59
28	RIZKY JULIAWAN	50
29	SITTI ADILA DAMAYANTI	58
30	WAODE NURFADILA	60
31	WAODE SITI BIA ARIAM	66
32	WAODE ZAMRINA	64
33	WA SANTRI	55

The distribution Score of Post-test

X MIA 6 (Experimental Group)

NO	Name	SCORE
1	ABDURAHMAN SALEH	80
2	AFRLIA RANTELINO	90
3	ARIF MUNANDAR	85
4	ARYA TRI ANUGRAH	87
5	ASTRIAWAN SAPUTRI	89
6	DIAN AINUN SULASTRI	80
7	ERVIANA	85
8	FADHILA APRIA SARI	95
9	FANI	85
10	FREDERICK YUSRAL LUOLIA	87
11	INTAN	96
12	IRMA NURMIN	95
13	IVY CALISTA AZZAHRA	80
14	LAODE MUHAMAD HIDAYAT	87
15	LAODE ASHAMAD NUSRIAH	87
16	MUHAMMAD RIFKIYAL AL-ADHA	86
17	MUHAMMAD RIFKY AL-MUBARAQ	86
18	MURINADH FITRIAH	90
19	NAJWA RADJAB	95
20	NURFARHANA	87
21	NURMAISYARAH	90
22	RAHMAN	85
23	RIFKA AMALIA RAMADAN	80
24	RISKA AL WIJAYANTI	90
25	SITI MULIANA	95
26	SRI MURNI	75
27	WAODE HAFIZA RAHMAN	85
28	WAODE ALSINTA DEWI SUKHAN	90
29	WAODE CINDY FAUZIA	95
30	WAODE HASLINDA	83
31	WAODE SITTI ZAHRA ZALZABILA	85
32	WAHIDIN	80
33	WAODE NUR ADAWIAH	90
34	WIDYA	90

Appendix 12

The Distribution score Students Name of Post-test

X MIA 4 (Control Group)

NO	NAME	SEX
1	ALLUYA HAERUNISA	75
2	AMALINA ADNAN	70
3	ANANG MAULANA	75
4	ANISAH SAHZAI	75
5	ASTRID WAHYUNI	70
6	BAHARUDIN JUSUF HABIBIE HASTA	70
7	CHELSYA CAHYA PUTRI	66
8	DESI IRIANTI	80
9	DEWI SATRIAWATI	70
10	GEBY SANTIKA	75
11	HIKMAH MUNAJAT AMIN	70
12	INGGIT RAMADANI	75
13	JUMAKHIR	72
14	KUSNI	80
15	LAODE FAHRIANSYA	75
16	LAODE MUHAMMAD AIRIEF RAHMAN	80
17	LAODE AL FARAZ HABIBI NDOASA	72
18	MUHAMMAD HERU	80
19	MUHAMMAD RATO SONTOLA	75
20	MUHAMMAD FAZIL FARAQ ODE	72
21	MUHAMMAD RIFKY AL KAUTSAR	80
22	MUHAMMAD RIZKI AL KAUTSAR	77
23	NINING ANGRANI	75
24	NURZAKIYAH	70
25	PUPUT ZYAILAH VITRAH	70
26	PUTRI AYU	75
27	REZY ADYTHIA PRATAMA RAMADAN	74
28	RIZKY JULIAWAN	70
29	SITTI ADILA DAMAYANTI	70
30	WAODE NURFADILA	70
31	WAODE SITI BIA ARIAM	85
32	WAODE ZAMRINA	72
33	WA SANTRI	70

Appendix 13

DOCUMENTATION






KARTU BIMBINGAN SKRIPSI

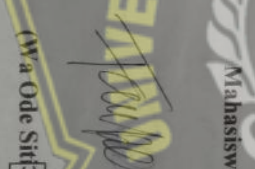


Nama Mahasiswa : Wa Ode Siti Faradila
NIM : 3180190005088
Prodi : ST PENDIDIKAN BAHASA INGGRIS
Judul : THE USE OF MUSIC VIDEO CLIP IN IMPROVING

STUDENTS' WRITING SKILL IN NARRATIVE TEXT (Quasi Experimental Study at Tenth Grade Students of SMA Negeri 1 Rahayu)

Dosen Pembimbing : Choiril Anwar, S.Pd.,M.Pd

Dosen Pembimbing,

(Choiril Anwar, S.Pd.,M.Pd)


(Wa Ode Siti Faradila)



Semarang, 13 Januari 2021

Mahasiswa,

No	Tanggal Bimbingan	Catatan Pembimbingan	Tanda Tangan		Keterangan
			Mahasiswa	Pembimbing	
1	4 Juni 2021	BAB IV			
2	23 Juni 2021	BAB IV			
3	2 Juli 2020	BAB IV			
4	19 Juli 2020	BAB IV AOC			
5	19 Juli 2021	BAB V			
6	22 Juli 2021	BAB V			
7	26 Juli 2021	BAB V			
8	29 Juli 2021	BAB V AOC			
9	2 Agustus 2021	ABSEN			
10	5 Agustus 2021	ABSEN			

