

THE USE OF MEDIA MUSIC VIDEO TO IMPROVE STUDENTS' COMPETENCE IN WRITING SKILL: An Experimental Research

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Article Info	Abstract
<p>Received: April 11, 2018 Accepted: May 20, 2018 Online: June 28, 2018</p> <p>Keywords: Media, Music Video, Writing Skill Competence</p>	<p>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.</p> <p>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 posttest. Data analyze by using t-test.</p> <p>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.</p>

INTRODUCTION

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 develop 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 that is coherently.

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.

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).

LITERATURE REVIEW

The first study in articles the research of Nurcahyasari and 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.

The second 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.

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

Writing skill

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

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 ideas 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.

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 magazine, 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.

b. Music Video

In Wikipedia (2017) a Music video is short film integrating a song and imagery, produced for promotional or 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 techniques 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.

c. Advantages and disadvantages of using music video

Advantages of using media music video:

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

1. Can supplement the basic experiences of the students as they read discuss, and practice
2. Can describe an appropriately can be seen repeatedly
3. Encourage and increase motivation
4. Music video that contain positive values can invite thought and discussion in a group of students.

d. 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. Require equipment that is expensive and complex.

METHODS

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.

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).

Technique of Data Analysis

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

1. 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
2. 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)

3. 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

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

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

Where:

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

Note:

t : test of significant
 \bar{D} : the difference of the mean score

ΣD : the sum of the difference
 N : total number of sample

(Gay, 2006)

DISCUSSION

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.

RESULT

TABLE 1 MEAN SCORE CLASSIFICATION OF THE CONTENT AND MECHANICS

COMPONENT	TOTAL/MEAN SCORE		IMPROVEMENT
	Pre-test	Post-test	
Writing Skill			
Content	29.12	37.24	27.88%
Mechanics	27.28	33	20.96%

Table 1 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.

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

TABLE 2 THE RATE PERCENTAGE OF THE PRE-TEST

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1	Excellent	96-10	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 2 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 3 THE PERCENTAGE OF THE POST-TEST

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1	Excellent	9.6-1.0	0	0%
2	Very Good	8.6-9.5	4	16%
3	Good	7.6-8.5	7	28%
4	Fairly good	6.6-7.5	4	16%
5	Fair	5.6-6.5	6	24%
6	Poor	3.6-5.5	4	16%
7	Very poor	0-3.5	0	0%
		TOTAL	25	100%

Table 3 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.

TABLE 4 THE MEAN SCORE OF PRE-TEST AND POST-TEST IN WRITING

PRE-TEST	POST-TEST	IMPROVEMENT IN WRITING SKILL
56.36	70.24	
	$\frac{X2 - X1}{X1} \times 100\%$	24.62%

Table 4 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.

b. t-Test

TABLE 5 THE COMPARISON OF T-TEST AND T-TABLE SCORE OF THE STUDENTS COMPETENCE IN WRITING SKILL

VARIABLE	T-TEST VALUE	T-TABLE VALUE
STUDENTS WRITING SKILL	10.91	1.711

Table 5 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 ($10.9 > 1.711$). It can be concluded that there is a significant difference between the result of the students pre-test and post-test.

CONCLUSION

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.

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