



## Implementing music videos in teaching English writing skill at vocational high school grade 10th SMKS Triatma Jaya Singaraja

**Cahya Swaztine Darmawan**  
*Universitas Pendidikan Ganesha*

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### E-mail:

cahyaswaztinedarmawan@gmail.com

### ABSTRACT

This study aims to discuss how teachers implement media music video to teach writing skills, Therefore this study aims to discuss the Achievement of implementing music video media on students' English writing skills at SMKS Triatma Jaya Singaraja. A music video is a video that has an image that can move and has several meanings in every video that is shown and has an expression or atmosphere in the video that is in line with the music. The design of this research is a mixed design and is more dominant to qualitative. The method used is observation and questionnaire. The Observation method is carried out by providing observation sheets with the aim of discussing how the teacher implements the media. The questionnaire method is carried out by giving questions and pre-test-post-test to students. questions are used to find out students' opinions, tests are used to measure student achievement before and after using the media. The results show that implementing music videos can improve the English writing skills of SMKS Triatma Jaya Singaraja students. The results of the average score of pre-test and post-test students get a difference of 78.72% apart from going through the pre-test and post-test, the researcher calculates the increase with the t-test and table test, the results show that the t-test is better than the t-test. table (9.33>1.699).

**Keywords:** music video, writting skill, vocational high school

### Introduction

English is an international language that everybody needs to understand in this modern era. (Nishanti,2018) English is a common foreign language, a language that every people in the world need to learn to make good communication and also get more relations. It means the English language is a tool for communication. The English language required there important skills such as listening, speaking reading, and writing. Writing is one of the first and most important skills to be mastered in this modern era. (Harni,2016) writing is about the process, about thinking about how to express an idea in good writing and arranging the statement into a good paragraph. Express idea by writing really works to transfer knowledge. (Kate & Guy: Nacira 2010: 17) writing is a process of exploring one's

thoughts and learning from the writing itself. It means writing is the way to communicate with people. (Hery,2020) An interesting media audiovisual can interest students motivate and arouse students in undergoing the learning process to be more focused and diligent in studying so that the learning presented becomes a fun learning activity, therefore the learning activities become effective. One of the media audiovisual video is music video, (Armita,2017) Music video is a short flm that can be used to promote the videos which integrated a song. Music video can be concluded as a video have an images that can move and have several meanings in every video that is broadcast and have the expression or atmosphere of the video that goes along with the music.



This research is important to be conducted because previous research that uses video media is still experiencing problems such as the use of less effective audio-visual etc. music video as a medium for teaching English writing skills, this research focus on how the media can distinguish it from previous research for teaching writing skills. In this modern era, humans cannot be separated from the existence of music, no one does not know music, just hearing twice what the listener has understood, especially by watching videos with additional music, will make the listener understand more about the content of the music. Media pdf, power point still to be the media every teacher used. Music videos is an effective media to learn a knew media.

The difference between this study and previous research in teaching writing, First, the selected media in the form of aids is music media, previous research still uses video media as a teaching medium, while this study uses music video media which focuses more on vocabulary, new words that are used to teach writing. in the music video, the choice of music affects the focus of the research objectives. second, research that focuses on how students can more easily access learning, students can explain practically, can learn anywhere, and only by using a smartphone, research that focuses on how students can explain what they see, especially people or subjects in the text. The video will make students remember longer and even understand the difficult things described in English material. However, by training students to use music videos, students will find it easier to explain what is in the video, it will help students explain English material. Third, this research was conducted online. Research conducted online or offline will give different results due to several factors, this research was conducted online so that the results obtained as well as the experiences of students and teachers are different from previous research.

This study focuses on how teachers implement music videos and what can be achieved from implementing music videos, so that teachers can implement this media as a

medium for teaching English writing skills. In addition, by holding this research, it can discuss and improve how teachers apply music videos as a medium to teach English writing skills, especially in descriptive text. Therefore music video media can be used for every learning to write descriptive text, whic is focus on describing people.

### Research Method

This study used a mixed design with the aim of obtaining qualitative and quantitative data. In this research design, it is more dominant to use qualitative data. (Creswell, 2014: 5) in Ishtiaq, M. (2019) mix-methods is a research approach that combines or associates qualitative and quantitative forms. This study focuses on research in the classroom and focuses on music videos that can be implemented as a medium to teach English writing skills and discusses how music videos can provide improvement after the media is applied to find the data. To find the data, researchers used two methods, namely observation, and questionnaires. Observations were used about how the teacher implemented the music video it explained descriptively, while the questionnaire method was used to obtain data about students' opinions after the music video media was applied. The questionnaire was also used for one group pre test-post test, to get the result researcher used paired T-test.

The data has been analyzed using a test with descriptive text material and using describing people as the topic of the material. This research was conducted at a vocational high school in west Singaraja because the location of the school is close to the researcher's house. And the important thing why the researcher did some research here is because the researcher saw a weakness while teaching students write English writing skills. A vocational high school need more an English skill and need to learn more effective, media music can be a good media to teach students achievement in writing skill.

### ***The Subject Of the research***

The subject of this research are the teacher and the students. The Grade 10th student of Hospitality and only use one group which is consist 30 students. And the subject to implementing is one english teacher at SMKS Triatma jaya Singaraja Vocational High School who teach one X Hospitality. And this study had been done in one month from 8th of february 2022 until 18th of march 2022.

### ***The Procedure For data Collection***

The procedure for data collection is done by looking for two data, namely by observation and questionnaires. The researcher choose descriptive text as the topic for the material that is used to get the data. Where the implementation of the music video has been done after the preparation is ready. Researchers prepare pre-test-post-test to test the student's achievement. The researcher used one group sample for pre-test and post-test which consisted of 30 students in one class. To find the data researcher used 3 steps, pre-test – treatment and post-test. Second used a questionnaire to find the students opinions. And to find the significant achievement, researchers used a t-test to compare the mean score of the pre-test-post test of the students. This study is done by the teacher and it implements by the students. Besides collecting the data the researcher used 3 instruments, first is the researcher itself, the second is an observation by using pre-test post-test, and the third is questionnaire.

### **Results**

The result of this study entitled “ The implementation of music video in teaching english writing Skill at SMKS triatma Jaya singlaraja was effective. This study discussed the implementation of the music video as a medium for teaching English writing skills at SMKS Triatma Jaya Singaraja. All data obtained by the researcher was obtained by using two methods namely, observation and questionnaires

collecting data and the data was analyzed by used t-test.

Nunan (2003:88) defines, “writing as the process of thinking to invent ideas, thinking about how to express into a good writing, and make the text arranging the ideas into statement and paragraph”.

The findings in this study use descriptive results. The instruments used are observation and questionnaires. To find out the results of the descriptive analysis, the researcher take a note, observing how the teacher implementation. To find out the students opinion researcher used descriptive analysis. And last to find the significant achievement the researcher did one group pre-test and post-test it analyzed with t-tes.

### ***Finding 1. The implementation of music videos in teaching english writing skill.***

The music video implementation used two implementations. Implementation based on platform meeting, and by What's App Group. There are ten meeting including test. The treatment music video are six meeting. The process of implementation from the first meeting until ten meeting are 3 process such as pre-test – treatment- post-test.

#### ***The implementation by online meeting***

The implementation by online meeting was carried out with 3 treatments. Treatment using online meetings is carried out in 3 stages, pre-activity-treatment-closing.

#### ***a. Pre-activity***

In the pre-activity, the teacher prepares tools, discusses with the researcher and the students join the meeting class, and absent the students. After all, is finished, the teacher provides an initial understanding of the material and what will be done during the lesson.

*b. Treatment*

The treatment using music videos was carried out three times, the activities carried out were almost the same, namely providing music videos, and providing practice questions. The only difference is the questions given or instructions for student understanding. In the treatment using online meetings, students watch music videos that are displayed by the teacher. After students finished listening to the music video, students were directed to answer questions.

1) first treatment.

The first treatment, the teacher implement music video by giving a music video for the students to watch with the title " Beautiful in white– Westlife " after that the students are given incomplete lyrics the students and the teacher complete together and correct the lyrics to become a good and complete lyrics..

2) second treatment

second treatment, students were also given a music video and students watched the video. The music video was given with the title “Richard Marx - I Will Be Right Here Waiting For You” After that, students were given the wrong lyrics. The lyrics given will be blamed by the researcher to see the extent of students' knowledge.

3) Third Treatment

Third treatment, the teacher given a music video entitled " Justin Beiber – love yourself" had been given. After students watch the video, students are asked to write down their opinions in the form of paragraph about the video they watch.

*c. Closing*

Closing is done at the end of the lesson, the teacher instructs the

lesson to have been completed. At the closing, the students gave their opinion and concluded the lesson as usual. Learning ends, students and teachers leave the meeting.

*The implementation used What's App Group*

The implementation of treatment with What's App is the application that is carried out in the What's App group during the learning process. The music video is displayed on whats app by giving a youtube link. Students are directed to discuss music videos. This category is divided into 3 processes, pre-activity, treatment, and closing.

*a. Pre- Activity*

To start learning, the teacher starts learning on What's App groups with greetings, followed by student attendance as usual. Attendance takes 10 minutes if more than that the student is declared absent. After attendance is complete, students are given information for implementing this music video, students are given a link to open the music video. students learn independently by watching music videos. In watching the music video, students are given 10 minutes to finish watching.

*b. Treatment*

Treatment on Whats App was done for 3 treatments. Treatment on Whats App was done by providing a link to the class group, then students are asked to watch with a duration of 10 minutes after which students are given questions to type or discuss in the group.

1) Fourth treatment

In the fourth treatment, the teacher was given a music video with the title” Daylight-maroon5” here teacher asks students to train their writing skills by writing their opinion which is the message contained.

2) *Fiveth treatment*

in the fifth treatment still give a music video with the title “Westlife-my love” and to train their writing skill, teacher give the home work to write adjective word from the music video.

3) *Sixth treatment*

Last treatment teacher give music video with the title” Christina peri-Jar of hearts”and continued by write difficult word and find the meaning in Indonesian language.

c. *Closing*

This activity is the last in the learning process. The lesson was closed with the teacher giving closing greetings to the students. At the end of each lesson the teacher gives a voice note as the conclusion of the lesson.

***Finding 2. Studens opinions about music video as a media for learning english writing skill***

The resul shows students opinions through quistionnaire. There are ten question with agree and disagre. And one opinions box for students about music video.

Giving a questionnaire with 10 questions agree or disagree. From 10 questions, most of the students agreed. The implementation of an effective music video was carried out. Of the 30 students, the data showed that more students agreed to the implementation of music video media as a medium for teaching teachers.

The following is the opinion of students about the music video.

The results of the questionnaire confirm that music video media is effective used to teach English writing skills. Almost the students opinions can be qualify as Agree. Students give a statement that music video is a new medium in learning at SMKS Triatma Jaya Singaraja.

***Finding 3. The achievement before and after treatment***

The teacher divided the pre-test scores by distinguishing two assessments of content and mechanical competence.

a. *Mean score content of pre-test*

$$X = \frac{\Sigma X}{N}$$

Where:

X = mean score

$\Sigma X$  = the sum of all scores= 630

N = the total number of sample= 30

$$X = \frac{630}{30} = 21.00$$

b. *Mean score mechanics of pre-test*

$$X = \frac{\Sigma X}{N}$$

Where :

X = mean score

$\Sigma X$  = the sum of all scores :587

N = the total number of sample : 30

$$X = \frac{587}{30} = 19.56$$

c. *The Mean score content of post-test*

$$X = \frac{\Sigma X}{N}$$

Where :

X = mean score

$\Sigma X$  = the sum of all scores :1162

N = the total number of sample : 30

$$X = \frac{1162}{30} = 38.73$$

d. Mean score mechanics of post-test

3.44

T= 9.33

$$X = \frac{\Sigma X}{N}$$

Where :

X = mean score

$\Sigma X$  = the sum of all scores : 1031

N = the total number of sample : 30

$$X = \frac{1031}{30} = 34.37$$

e. Calculating T-test analysis

$$D = \frac{\Sigma D}{N} = \frac{963}{30} = 32.1$$

$$T = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$T = \frac{32.1}{\sqrt{\frac{33907 - \frac{(963)^2}{30}}{30(30-1)}}$$

$$T = \frac{32.1}{\sqrt{\frac{33907 - \frac{(927.369)}{30}}{30.(29)}}$$

$$T = \frac{32.1}{\sqrt{\frac{33907 - 30,912}{30.(29)}}$$

$$T = \frac{32.1}{\sqrt{\frac{2995}{870}}}$$

$$T = \frac{32.1}{\sqrt{3.44}}$$

**Discussion**

The previous research used media video to teach english writing skill. Rahman (2017) shows that improving students' component writing skills using video success. The mean score post-test was higher than the mean score pre-test. The result of the data analysis is on the student mean score pre-test and student score post-test. The mean score pre-test in the content was 29.12 and in the mechanics was 27.28 which is classified as fair, after applying the treatment the mean score post-test in content was 27.24 and in the mechanics was 33 which can be classified as good. Those of the tests will be classified as a mean score of pre test was 56.36 and post test was 70.24 from both of the test got the improvement 24.62%. And the achievement using t-test and t-table shows the t-test is greater than t-table (10.91>1.699) finally in this research students competence in writing skill was improved by using music video.

In the thesis Rachman (2011) shows the result of the improvement in students writing skills with video and without the video. The researcher used a pre-experimental group and a control group. And used some tests which are pre-test and post-test. The result of the study shows the experimental group got better than the control group. For the control group, the average pre-test was 66.73 and the average score of the post-test was 72.81. while for the experimental group, the average score for pre-test was 72.81 and for post-test was 76.89. to show the significance researcher used t-value and t-table score. The result shows that there is no significant result in the pre-test of both the group after applying the treatment, in the post-test, there was a significant result between the experimental group and the control group because the t-value is not in the Ho area (t-value > t table) = 3.029 > 1.699. finally, the use of video clips as teaching

media improve the writing skill in SMA Negeri 2 manggren.

### Conclusion

From the finding analysis of the research, the researcher found that students were given an increase in the value of students English writing skills by using music videos as a medium for learning to write English. This finding has answered the researcher's question regarding the implementation of the music video as a medium to teach English writing skills effectively.

The implementation used music video implemented by two ways online meeting and What's App Group in the second result the component of content and mechanics writing skills in pre-test and post-test show, the mean scores improved. The mean score of the students in the content of the pre-test was 21.00, mechanics was 19.56 .and it's classified as very poor. After treatment was applied the student's competence in writing skills was improved.it is proven using scores of students writing skills in post-test. The content was 38.72 and mechanics was 34.72 and it was classified as good. The improvement of students writing skills in content(84.38 %) and the improvement in students writing skills in mechanics (75.71%). And t-test greater than t-table ( $9.33 > 1.699$ ) so the Implementation of the music video as a media to teach English writing skills was effective.

### Conflict of Interest

There is no conflict of interest.

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