



**OUTDOOR CLASSICAL MUSIC AS AN ALTERNATIVE
MEDIA FOR TEACHING STUDENTS IN WRITING
DESCRIPTIVE TEXT**

**(A Case of the Second Year Students of SMA Semesta Semarang in the
Academic Year of 2006)**

a final project

**Submitted as a partial fulfillment of the requirements for the degree of
Sarjana Pendidikan in English**

by

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ABSTRACT

Subhan, Husni. 2007. Outdoor Classical Music As An Alternative Media for Teaching Students in Writing Descriptive Text (A Case of the Second Year Students of SMA Semesta Semarang in The Academic Year of 2006).

Keywords: Writing, Outdoor Classical Music, Senior High School, Descriptive Text, and Experimental Group.

This final project is an experimental research. In this study, the writer limits the discussion by stating the following problem: “How does outdoor classical music as an alternative media affect the students in writing a descriptive text? “ The aim of this experimental research is to analyze how outdoor classical music affects the students in writing a descriptive text. So, we can determine whether there is significant difference in the achievement between students who were taught descriptive text by using outdoor classical music and without outdoor classical music or not.

There were three steps in conducting this experimental research; choosing the eleventh grade of SMA Semesta Semarang as the population, taking two groups of the students as the samples; one as an experimental group and the other as a control group that consist of 16 students each group and after that conducting real experiment. To obtain the data, the writer used post-test only in implementing the step.

The result of this research shows that the experimental group gets better scores than the control group. The difference between the two groups is 3,5 and t-test shows that this difference is significant.

Dealing with this experimental research, the writer suggests that outdoor classical music can be used as a media for teaching students in writing a descriptive text. The purpose is to create a new situation that makes students interested in learning English.

SURAT PERNYATAAN

Dengan ini, saya

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Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sesungguhnya bahwa skripsi / *final project* yang berjudul:

“OUTDOOR CLASSICAL MUSIC AS AN ALTERNATIVE MEDIA
FOR TEACHING STUDENTS IN WRITING DESCRIPTIVE TEXT”

(A Case of the Second Year Students of SMA Semesta Semarang in the
Academic Year of 2006)

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memenuhi gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan penelitian, pembimbingan, diskusi dan pemaparan / ujian. Semua kutipan baik yang diperoleh dari sumber kepustakaan, media elektronik, maupun sumber-sumber yang lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi / *final project* ini membubuhkan tanda tangan keabsahannya, seluruh isi skripsi / *final project* ini tetap menjadi tanggung jawab saya sendiri. Jika di kemudian hari ditemukan ketidakberesan, saya berani menerima akibatnya.

Demikian harap pernyataan ini dapat digunakan sepenuhnya.

Semarang, Agustus 2007

Yang membuat pernyataan,

HUSNI SUBHAN

MOTTO

The happy life is life without fear of reality

(Ahmad Asrori Al Ishaqi)



DEDICATION

This final project is dedicated to

- My beloved parents (Ummi and Abah) for their never ending support and praying for me
- My soul mate, Riscy Devi Puspandari
- My little sister



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The Writer

CHAPTER I

INTRODUCTION

In the first chapter, the writer gives the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, research method, and outline of the research.

1.1 Background of the Study

In Indonesia, English is treated as the first obligatory foreign language taught as one of the compulsory subjects in the first-year class of Junior High School until the third-year class of Senior High School. Even recently, English has been taught in Elementary School or Kindergarten. This educational policy reflects the awareness of the Indonesian government towards the importance of English as the International language. So, the government has tried some endeavors, such as improving and developing the curriculum suitable for schools in every grade. It can be viewed from the curriculum that is used right now is School Based Curriculum (KTSP). Nowadays many Indonesian people keep trying to improve their English by taking either formal or non-formal courses such as private English courses.

Meanwhile, in our real life we know that the portion of writing in learning and teaching process in some schools is little and also the ability in writing descriptive text for students is still low. It is caused by many factors; one of them is the teaching strategy used by teachers in schools. They still use traditional or

conventional method. This method only emphasizes the students to keep silent in the class while listening to their teacher's explanation without discussion; as a result it is hard for them to master their skills in writing. Finally, the students cannot improve their creativity and imagination.

On the other hand, they will find some difficulties to write descriptive text in English because they have to master vocabulary, spelling, diction, and grammar. Like learning languages in general, learning English involves the mastery of four language skills: listening, speaking, reading and writing. Usually four basic skills are taught integrated. Here the writer focuses only on writing descriptive text.

Realizing that writing is very important for English learners besides the other skills, it is essential for the students to develop their writing skills in English. The teacher has to find a good strategy to teach writing descriptive text. Recently there are many strategies have been used to teach language learning. One of them is outdoor classical music as an alternative media for teaching students in writing descriptive text.

Music can affect both teacher and students. As a teacher, we can use music to make our students feel convenient, change the way of the students' thinking and support learning environment. Music helps students learn and memorize better. Campbell (2001) says that we can use rhythm as a means to improve memory and intelligence because music especially classical music can stimulate our right brain learning. Using classical music as a background can influence the work of our brain and change our ways of thinking to do activity. Classical music

in a work place is proved can improve our activity and productivity by decreasing our stress. A research proves that the productivity in a delivering room of Prentice-Hall increased 6 percents after classical music is played.

Outdoor classical music is a combination between classical music and outdoor environment. It means that the teaching and learning process are not held in a room but out of the room or outdoor. Music has big effect on the environment where the students study. In addition, a research showed that the study will be more effective if the students are in the comfortable environment and relaxed.

The use of outdoor classical music as an alternative media for teaching writing descriptive text will play an important role in that; it may arise students' imagination to describe something in their mind into a descriptive text. Outdoor environment also can support them to express their ideas. They will not be bored because there is a classical music which accompanies them in writing descriptive text. The teaching learning will be more effective and the students will be more interested and enthusiastic in learning English and I believe that the result of the study will be satisfactory.

1.2 Reasons for Choosing the Topic

There are four basic skills to be mastered in learning English. One of them is writing. In this final project the writer focuses on writing descriptive text that is combined by listening to the classical music. The use of music can make the entire learning process and stimulate right brain learning especially classical music such as Mozart, Haydn, Bach, Handel, and Vivaldi that have a good effect on brain

(intelligence). Besides classical music, the use of outdoor environment can create their mind to feel new situation and more enjoyable.

Then, we have already known the “Mozart Effect”. Some scientists found that students who listened to Mozart music feel easier to save the information and the result of their test are good. Dr. Frances H. Rauscher, California University as quoted by Brown (1993) said that listening to the music such as piano Mozart can stimulate our brain to save something that is accepted by our brain.

There are several components such as students, teachers, and the use of teaching media, methodology, teaching materials, and other facilities that should also be viewed as a system, like education process. The source of teaching learning process depends on how effective and efficient those components are integrated.

1.3 Statement of the Problem

The problem that is discussed in this final project can be stated as follows:

How does outdoor classical music as an alternative media affect the students in writing a descriptive text?

1.4 Objective of the Study

Based on the problem mentioned above, the writer can mention the objective of this study as follows:

To analyze how outdoor classical music affects the students in writing a descriptive text.

1.5 Significance of the Study

This study is expected to give the advantages as follows:

- 1) Theoretically, this study could give the experience to the teacher in teaching writing descriptive text to the students of Senior High School.
- 2) Practically, this study would serve as an alternative media in teaching writing descriptive text.

1.6 Outline of the Study

This final project consists of five chapters which are followed by the sub-chapters. The first chapter is an introduction which is followed by the sub-chapters namely the background of the study which consists of the reasons of choosing the topic, the statements of the problem, the objectives of the study, and the significance of the study as the borders of my discussion, and the outline of this final project as the short explanation about the frame of this final project.

Then the discussion of review related literature will be presented in chapter two. There will also be the method of investigation in chapter three that I use in analyzing the use of outdoor classical music as an alternative media in teaching writing descriptive text.

Next, will be the result of the study whether the media can improve or not is explained in chapter four and it will be concluded in chapter five.

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter of the study deals with review of related literature which consists of the definition of writing, descriptive text, definition of outdoor environment, and classical music.

2.1. Definition of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose.

Writing, in its most common sense, is the preserved text on a medium, with the use of signs or symbols. In that regard, it is to be distinguished from illustrating such as cave drawings and paintings on the one hand, and recorded speech such as tape recordings and movies, on the other. Writing, more particularly, refers to two activities: writing as a noun, the thing that is written; and writing as the verb, designates the activity of writing. It refers to the inscription of characters on a medium, thereby forming words, and larger units of language, known as texts. (<http://en.wikipedia.org/wiki/Writing>).

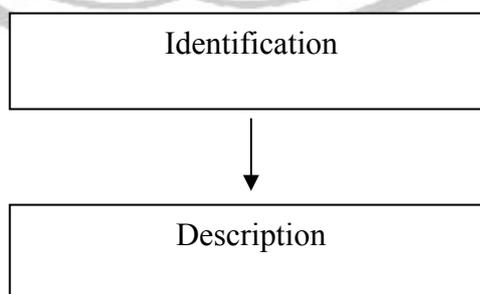
Writing, then, can be used as a means to express the writer's ideas based on his or her experiences and knowledge. Oshima and Hogue (1993: 3) say, "Writing is a process, not a product". It means that writing is an activity of

expressing those ideas by arranging the words, phrases, and sentences not in form of conversation.

Following is a definition of writing given by Bell and Burnaby as quoted by Nunan (1989: 36), “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously”. It means that writing is a very complex process because we have to be able to produce a good result. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. It is always possible to review and revise again. The result of writing is the end and produces a careful and organized thinking materialized on paper.

2.2. Descriptive Text

Gerot and Wignell (1994: 208) explain that descriptive text is the text that has purpose to describe a particular person, place, or thing. The generic structure of descriptive text is divided into:



Identification identifies phenomenon to be described, whereas description describes parts, qualities, and characteristics.

The lexicogrammatical features of descriptive text focus on specific participants, use attributive and identifying processes, frequent use epithets and classifiers in nominal group, and use simple present tense.

2.3. Definition of Outdoor Classical Music

2.3.1. Outdoor Classical Music

A good learning has to consider the environment that is used to study. It has been stated by Dryden (2001: 300) that there are six steps of effective learning and one of them is creating good learning environment for students because they can feel new situation that is more comfortable than that of indoor. Below is the description of outdoor environment.

Outdoor environment is identical with natural aroma, plants, the voice of birds, and the blowing air surroundings us. When we think about plants, our brain would associate to something green, life, flowers, etc. In biology, we know that plants provide oxygen in the air and our brain works because of the oxygen. More oxygen that we get, our brain will work better. In addition, aroma in the environment can support the work of our brain. Hirsch as quoted by DePorter (2004: 72) stated that human can improve their ways of thinking creatively for about 30 % when stimulated by good aroma such as flowers or perfume.

The term music refers to sounds arranged that are exciting to listen to. The primary subject matters of music are feelings and sounds. This implies that the content of music is a revelation of feelings or sounds and that music gives us more sensitive understanding for students. Plummeridge (1991: 33) explains, "... when people say they know a piece of music, there is an implication of some sort of feeling response to the work". Music makes people have emotion or feeling to move and perform. Then, according to Hornby, classical is related to or influenced by the art and literature of ancient Greece and Rome. The most important point to remember when using music to accompany learning is that it be an aid to learning and not a distraction. If you want to use some music in the background to help students concentrate, choose music which employ regular periods (repeated phrases and pattern) something like Haydn or Mozart, may be Bach. Choosing something melodic which employs musical patterns will not distract but choosing abrasive, disharmonic music will distract students while their brains try to make sense of the disharmony.

In the English language, the term "classical music" is usually a homophonic reference to European classical music and its derivative styles, and is rarely used to refer to traditional musical styles of other regions. It can also carry the specific meaning of concert music dating from the period of Wolfgang Amadeus Mozart, Joseph Haydn, and their immediate successors. This Classical music era is thus distinguished from, for example, the music of the preceding Baroque and the subsequent Romantic eras. It is with respect to this latter canon

that the term 'classical music' was first used, in the 1820s and 1830s; denote a body of music that was compared to the classical traditions of art and sculpture.

(http://www.bookrags.com/wiki/Classical_music).

Classical music in its widest sense is held to refer to music deriving from learned traditions, taught through institutions either specifically devoted to music (e.g. modern Western) or through institutions or traditions (typically religious) dedicated to transmission of specific schools of music. Classical music is thus contrasted with popular or folk music.

The example of using music selectively would be written descriptive exercises in which students need to use their imagination. We can set the scene musically which will help stimulate their imagination.

2.3.2. The Bounds of Classical Music

According to Kamien (1976: 190-193) there are eight bounds of classical music.

They are:

1) Classical Contrast of Mood

Mood in classical music may change gradually or suddenly, expressing conflicting surges of elation and depression. Both such conflict and contrast are under the firm control of the classical composer. Great masters like Haydn, Mozart, and Beethoven were able to impart unity and logic to music of wide emotional range.

2) Classical Rhythm

The classical style includes unexpected pauses, syncopations, and frequent changes from long notes to shorter ones. And the change from one pattern of note lengths to another may be either sudden or gradual.

3) Classical Texture

Classical music is basically homophonic. However, texture is treated as flexibly as rhythm. Pieces shift smoothly or suddenly from one texture to another. A work may begin homophonically with a melody and simple accompaniment, but then tension and excitement are created by a change to a more complex polyphonic texture that features two simultaneous melodies or melodic fragments imitated among the various instruments.

4) Classical Melody

Classical melodies are among the most tuneful and easy to remember. The themes of even highly sophisticated compositions may have a folk or popular flavor. Occasionally, composers simply borrowed popular tunes (Mozart did, in these variations on “Twinkle-Twinkle Little Stars” which he knew as the French song *Ah, Vous dirai-je, maman*).

5) Classical Dynamics and the Piano

The classical desire for gradual dynamic change led to the replacement of the harpsichord by the piano. By varying the finger pressure on the keys, a pianist can play more loudly or softly.

6) The end of the Basso Continuo

The basso continuo is obsolete because more and more music was written for amateurs, who could not master the difficult art of improvising from a figured bass. Also, classical composers wanted more control, they preferred specify an accompaniment of improvisers.

7) The Classical Orchestra

Each section of classical orchestra had a special role. The strings were the most important section with the first violin taking the melody most of the time, and the lower stings of providing an accompaniment.

8) Classical Form

Instrument works of the classical period usually consist of several movements that contrast in tempo and character as follows: (1) fast movement, (2) slow movement, (3) dance-related movement. Classical symphonies and string quartets usually follow this three-movement pattern, while classical sonatas may consist of two, three, or four movements.

In conducting the research, the writer use classical music from Mozart that is popular with Mozart effect. The Mozart effect is a term coined by Alfred A. Tomatis. It refers to disputed scientific studies that test a theory suggesting that classical music increases brain activity more positively than other kinds of music, and that listening to certain kinds of complex music may induce a short-lived (fifteen minute) improvement in the performance of certain kinds of mental tasks known as 'spatio-temporal reasoning'. The idea for the Mozart effect originated in 1993 at the University of California, Irvine, with physicist Gordon Shaw and

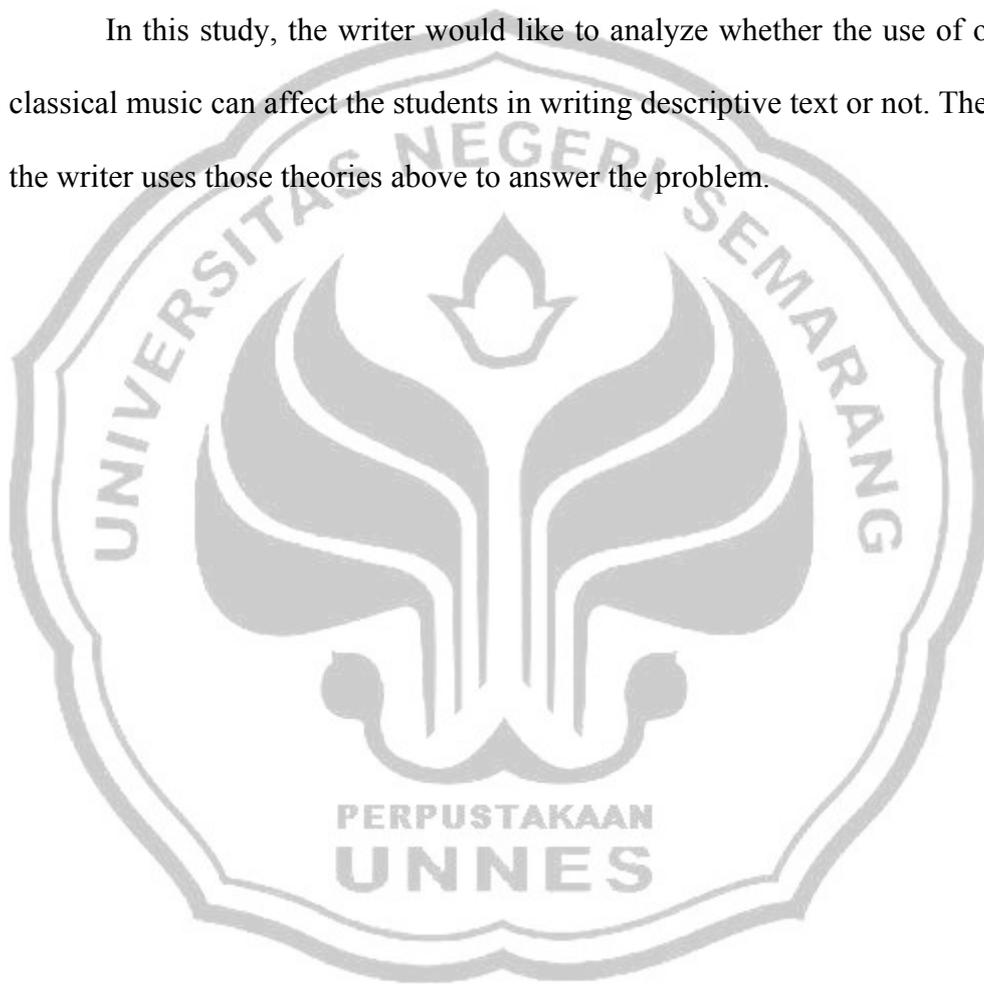
Frances Rauscher, a former concert cellist and an expert on cognitive development. They studied the effects on a few dozen college students of listening to the first 10 minutes of the Mozart Sonata for Two Pianos in D Major (K.448). They found a temporary enhancement of spatial-temporal reasoning, as measured by the Stanford-Binet IQ test. (<http://skepdic.com/mozart.html>Mozart effect).

The use of classical music is a good treatment for students in writing a descriptive text because music can make the entire learning process more enjoyable and can stimulate “right” brain learning. Moreover, if the learning is conducted in outdoor environment, it is expected to reach good achievement. The condition of outdoor environment should be comfortable, shady, and far from the crowded. When the students are learning in outdoor environment, they directly, contact with natural aroma, plants, the voice of birds, and the blowing air surroundings them. Learning in outdoor environment makes brain associate to something green, life, flowers, etc. Outdoor environment with many plants that provide oxygen in the air that make our brain works well because of the oxygen. More oxygen that the students get, their brain will work better. In addition, natural aroma from the environment can support the work of brain.

Outdoor classical music can be implied in supporting writing because writing is a means to express ideas based on experiences and knowledge by arranging words, phrases, and sentences not in a form of conversation. One of the text types that can be supported by the using of outdoor classical music is a descriptive text.

Writing a descriptive text is a skill that needs imagination to describe something in the students' mind. The way of the students in describing their imagination can be stimulated by using classical music as the background in supporting the learning process in outdoor environment.

In this study, the writer would like to analyze whether the use of outdoor classical music can affect the students in writing descriptive text or not. Therefore, the writer uses those theories above to answer the problem.



CHAPTER III

METHODS OF INVESTIGATION

This study was designed to describe population and sample, variables, procedure of collecting data, instrument, experimental design and procedure of experiment.

3.1. Population and Sample

Arikunto (1998: 115) says that a population is a set of all elements possessing one or more attributes of interest. The population that I selected was the eleventh grade of SMA Semesta Semarang in the academic year of 2006 / 2007. It is located in Jl. Raya Semarang-Gunungpati km. 15 Semarang.

SMA Semesta Semarang has a wide school yard that is far from crowded place. It's surroundings, there are many trees that make it shady. There are five parallel classes; X1, X2, X3, X4, and X5. On the average, each class has 25 students. All of them were given the same materials in teaching and learning process. Moreover, in choosing the research objects, I chose them based on some considerations, namely the students were all in the same grade, the students had been studying English for the same period of time, and the students of the eleventh grade did not prepare to face the National Examination.

In order to study the population more effective, I selected a sample. Arikunto (1998: 117) also says that a sample is a part or the representative of population that is investigated. In this study, I selected two classes from the population to represent the population, as the experimental class and the control

class. I took class X1 and X2 because they had same average level or at least have little difference between one another.

3.2. Variables

According to Arikunto (1998: 99), variable is the object of the experiment or the focus on an experiment. Tuckman as quoted by Saleh (2004: 58-59) points out that there are two types of variables:

- 1) Independent Variable is a stimulus variable or input. The use of outdoor classical music method is independent variable.
- 2) Dependent Variable is a response variable or output. The students' achievement is dependent variables.

3.3. Procedure of collecting data

The data collecting was conducted through several steps. First, I asked the headmaster's permission to collect data in his school. After the permission was given, I met the English teacher to consult the instrument to get teaching schedule and students' English score, the list of students' names, and the students that were going to be used as a sample both experiment and control group.

After getting the data above, I observed the class that usually used to hold teaching and learning activity include class' surroundings to find out the comfortable place to hold teaching learning through outdoor classical music.

In order to get the data, I used an essay test. The students were given a descriptive text entitle “Borobudur Temple” as a sample and then I explained the organization of the text. Finally, I asked students to describe their hometown.

3.4. Instrument

In this study, I used test as the instrument. The instrument was a descriptive text. To make sure that the instrument was valid enough, I looked into School Based Curriculum (KTSP). Thus, the content of the test offered in the research was valid enough.

Harris (1969: 69-71) states there are two kinds of test instruments used to measure the writing skill of the students, namely objective and essay test. Harris makes a comparison between the objective and essay test of writing. It can be concluded that both objective and essay test have their own special strength, the ideal practice is unable to measure the writing skill with a combination of both types of tests.

A writing test is actually subjective. Harris (1969: 69) states that descriptive text tests are unreliable measures because (1) students perform differently on different topic and on different occasions; (2) the scoring of the descriptive text is by nature highly subjective.

In addition, he says (1969: 70) that in writing descriptive text, students can cover up weakness by avoiding problems (e.g. the use of certain grammatical patterns and lexical items) they find difficult.

From the above advocating ideas, I decided to use essay test in form of descriptive texts to the subject of my research.

3.5. Experimental Design

This study use post-test only control group design. The design of the experiment can be described as follows:

$$\begin{array}{ccc} R & X & O_1 \\ R & & O_2 \end{array}$$

(Tuckman, 1978: 130)

In which:

R : Randomization

X : Treatment

O₁ : Experimental group

O₂ : Control group

In the design above, subjects were assigned to the experimental group (top) and the control group (bottom). The experimental group was taught descriptive text with outdoor classical music, while the control group was taught descriptive text without outdoor classical music. The test was an essay. The results of which (O₁ and O₂) were then computed statistically.

3.6. Procedure of Experiment

The procedure of the experiment was as follows:

- 1) Choosing the eleventh grade of SMA Semesta Semarang as the population.
- 2) Taking two groups of the students as the samples using simple random sampling, one as the experimental group and the other as the control group.
- 3) After that, conducting the real experiment.

3.6.1. The Activities of the Experimental Group

3.6.1.1. Activities in the Experiment

In conducting the experiment, I brought the students out of the class and let them take a seat in the comfortable place together.

I gave a descriptive text as a sample and then explained the organization of the text. While explained the organization of the text, the students were listening to the classical music until the end of the explanation.

3.6.1.2. Post-test

Post-test was given after conducting the activity above. The test was conducted on 22nd November 2006. I asked the students to make a descriptive text about their hometown while listening to the classical music for 60 minutes. After that, students submitted the result.

3.6.2. The Activities of the Control Group

3.6.2.1. Activities in the Experiment

In conducting the experiment, the students were given verbal guidance without outdoor classical music. Different from the experimental group, the students still kept in the room.

I gave a descriptive text as a sample and then explained the organization of the text. The students only listened to me explaining the organization of the text without listening to the classical music.

3.6.2.2. Post-test

Pot-test was given after conducting the activity above. The test was conducted on 29th November 2006. I asked the students to make a descriptive text about their hometown for 60 minutes without listening to the classical music. After that, students submitted the result.

3.7. Statistical Design

In order to determine whether there is a significance difference between the means of the experimental and the control groups, the t-test formula was applied.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

(Arikunto, 1998: 306)

Where:

t = t-test

M_x = the mean of the experimental group

M_y = the mean of the control group

Σx^2 = sum of quadrate deviation of the experimental group

Σy^2 = sum of quadrate deviation of the control group

N_x = the number of the students of the experimental group

N_y = the number of the students of the control group

3.8. Method of Analyzing Data

Through scoring, the result of the students' work was needed to be put in a form that was readily interpretable. Those data were useful to depict students' levels of writing achievement.

3.8.1. Mode Scoring

Scoring the students' work was a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing was rating scale. By using rating scale, the scorer could make a rank order of the results of the students' work based on given categories to know which students had the highest score and which had the lowest score.

The following scheme of rating scale was used to measure the students' achievement in their written product (Harris, 1969: 68 - 69).

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course, only 1-2 minor mistakes.
	4	A few minor mistakes only (e.g. preposition, articles).
	3	Only 1 or 2 major mistakes but a few minor ones.
	2	Major mistakes lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Style	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, appropriate synonyms, circum location.
	3	Attempts to use word acquired, appropriate vocabulary on the whole but sometimes restricted, have to resort to use synonyms circum location on a few occasions.
	2	Restricted vocabulary, use a synonym (but not always appropriate), imprecise and vague, affect meaning.

	1	Very restrictive vocabulary, inappropriate use of synonyms seriously hinders communications.
Mechanics	5	No errors.
	4	1 or 2 minor errors only.
	3	Several errors, do not interfere significantly with communication, not too hard to understand.
	2	Several errors, some interfere with communication, some words very hard to recognize.
	1	Numerous errors, hard to recognize several words, communication is made full difficult.
Content	5	All sentences support the topic, highly organized, clear progression of ideas well linked like educated native speaker.
	4	Well organized ideas, links could occasionally be clearer but communication not impaired.
	3	Some mediocre organization, reading required for clarification of ideas.
	2	Little or no attempt at connectivity, though reader can deduce some organizations, individual ideas may be clear but very difficult to deduce connection between them.

	1	Lack of organization so severe that communication is seriously impaired.
Form	5	Flowing style; very easy to understand, both complex and simple sentences, very effective.
	4	Quite flowing style; mostly easy to understand, a few complex sentences, very effective.
	3	Reasonably smooth style; not too hard to understand mostly (but not all), simple sentences, fairly effective.
	2	Jerky style; an effort needed to understand and enjoy, complex sentences, confusing mostly (but not all), simple sentences, fairly effective.
	1	Very jerky; hard to understand, can not enjoy reading, almost all simple sentences confusing, excessive use of “and”.

3.8.2. Classifying the Scores

In order to make the raw scores become more meaningful, they should be converted to numerical data, which had been processed to the scale of 0 to 100. Then, the processed scores could be used as a basic to make decisions. If all of the students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his or her group.

The measurement of the students' achievement based on Harris (1969: 134) could be interpreted with the following table:

Criteria of Mastery	Grade
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 - 49	Poor

3.9. Method of Reporting the Results

In line with the data analysis, I applied both non-statistical analysis and statistical analysis to report the result of the students' achievement in writing. Practically, the procedure of reporting the result should fulfill at least two criteria:

- (1) The report readers knew or understood what the aim of the report was. It means that the readers could interpret the report properly.
- (2) The report should be objective. It means that the report described the real condition of the research.

The procedure, the type, or the technique in reporting the result could be in various ways, such as tables, statistical data, description, etc. The report also depicted the students' achievement in writing.

The report of the students' achievement could be arranged and interpreted on the basis of norm or criterion report with teaching approach of mastery learning, especially for the purpose of perfection in teaching learning process

which information derived from the feedback of the result. So, I used the criterion-referenced report because the information needed was of the achievement in writing class.

Based on the information or the analyzed data, a teacher could determine the technique and strategy of teaching in order that the materials could be absorbed well by the students in the future.



CHAPTER IV

DATA ANALYSIS AND THE RESULT OF THE STUDY

In this chapter, I would like to present each of the data taken from the students' achievement. I would also like to compare the students' mastery between the students taught using outdoor classical music and those taught without using outdoor classical music.

4.1. Result of the Study

4.1.1. Test Result

The students' problem in writing composition according to Harris (1969: 68-69) was divided into five components. They were:

Content : measuring the substance of the writing; the ideas expressed.

Form : measuring the organization of the content.

Grammar : measuring the employment of grammatical form and syntactic patterns.

Style : measuring the choice of structures and lexical items to give a particular tone or flavor to the writing.

Mechanics : measuring the use of the graphic conventions of the language.

4.1.2. Test Scoring

After administrating the test, I got the result of the students' achievement as shown in appendix 1 and 2.

4.2. Computation between the Two Means

After getting all the scores, the computation was made. The first way to know the significant different of the experiment could be seen through the difference of the two means. The following formula was used to get the means:

$$Me = \frac{\sum Xe}{N} \qquad Mc = \frac{\sum Xc}{N}$$

Where, Me : the mean score of the experimental group

Mc : the mean score of the control group

$\sum Xe$: the sum of all scores of the experimental group

$\sum Xc$: the sum of all scores of the control group

N : the number of the subject sample

The score distribution of the experimental and control group can be seen in appendix 3 and 4. The computation of the scores of the experimental group and control group was calculated as follows:

$$\begin{aligned} Me &= \frac{\sum Xe}{N} \\ &= \frac{337}{16} \\ &= \mathbf{21,06} \end{aligned}$$

$$\begin{aligned}
 M_c &= \frac{\sum X_c}{N} \\
 &= \frac{281}{16} \\
 &= \mathbf{17,56}
 \end{aligned}$$

The means score of the experimental group was 21,06 and the means score of the control group was 17,56.

If we compare the two means, it was clear that the mean of the experimental group was higher than that of the control group. The difference between the two means was 3,5. To make the analysis more reliable, I analyzed using t-test formula as stated in chapter III. Using t-test formula could see the difference between the two means.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Before applying the t-test formula, we should find out $\sum X^2$ and $\sum Y^2$ first. The step to get $\sum X^2$ and $\sum Y^2$ was:

$$\begin{aligned}
 \sum X^2 &= \sum X_1^2 - \frac{(\sum X_1)^2}{N_1} \\
 &= 7189 - \frac{113569}{16} \\
 &= 7189 - 7089 \\
 &= \mathbf{90,94}
 \end{aligned}$$

$$\begin{aligned}\sum Y^2 &= \sum Y_1^2 - \frac{(\sum Y_1)^2}{N_1} \\ &= 5013 - \frac{78961}{16} \\ &= 5013 - 4935,06 \\ &= \mathbf{77,94}\end{aligned}$$

$$\begin{aligned}t &= \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\ &= \frac{21,06 - 17,56}{\sqrt{\left(\frac{90,94 + 77,94}{32 - 2}\right)\left(\frac{2}{16}\right)}} \\ &= \frac{3,5}{\sqrt{\left(\frac{168,88}{30}\right)\left(\frac{1}{8}\right)}} \\ &= \frac{3,5}{\sqrt{\frac{5,63}{8}}} \\ &= \frac{3,5}{\sqrt{0,7}} \\ &= \mathbf{4,18}\end{aligned}$$

t-calculation is 4,18 and t-table is 3,5.

t-calculation is higher than t-table.

The number of subjects in this experiment for experimental and control groups were 32. The t-value is higher than t-table ($4,18 > 3,5$) so the difference is statistically significant. Based on the computation there was significant difference between teaching descriptive text using outdoor classical music and teaching descriptive text without using outdoor classical music.

4.3. Grade Achievement

The study was to find out whether using outdoor classical music as a media for teaching students in writing descriptive text of the eleventh grade students was effective or not. The measurement of the students' achievement could be interpreted based on Harris (1969: 134) as mentioned in chapter III.

Frequency was the number of the students in the one grade. The number of the students in the one grade was put into percentage. To show the score described in the frequency and percentage, the list below was the achievement according to the grade for the both group.

Table 1
The list of the Experimental Group

	Frequency	Percentage
A	10	62,5 %
B	6	37,5 %
C	-	-
D	-	-

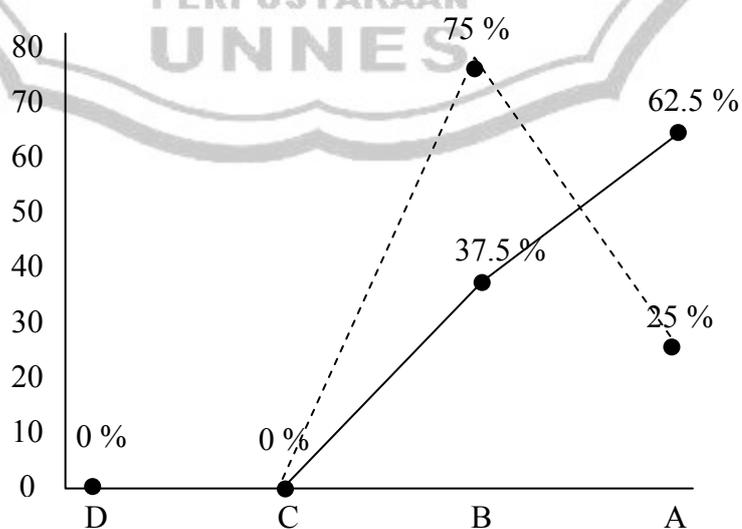
Table 2

The list of the Control Group

	Frequency	Percentage
A	4	25 %
B	12	75 %
C	-	-
D	-	-

The result of writing descriptive text of experimental and control group is reported here in the form of diagram. The vertical line shows the percentage of students for each grade. The horizontal line shows the grade achievement of the scores obtained by students.

This diagram presents the achievement of both groups. The broken line (---) describes the students' achievement of the control group. The percentage of the students who got grade A and B were 25 % and 75 %. The solid line (—) describes the students' achievement of the experimental group. The percentage of the students who got grade A and B were 62.5 % and 37.5 %.



The diagram above describes that in control group as presented by the broken line (---), students who got D are 0%. It means that no students got 0 – 49 scores in control group. Then, the students who got C are also 0%. It means that no students got 50 – 59 scores in control group. Students who got B are 75%. It means that 75% of 16 students got 60 – 79 scores. There are 12 students who got those scores. While students who got A is 25%. It means that 25% of 16 students got 80 – 100 scores. There are 4 students who got those scores.

Meanwhile, the experimental group is presented by the solid line (—). Students who got D are 0%. It means that no students got 0 – 49 scores in experimental group. Then, students who got C are also 0%. It means that no students got 50 -59 scores in experimental group. Students who got B are 37.5%. It means that 37.5% of 16 students got 60 – 79 scores. There are 6 students who got those scores. While students who got A are 62.5%. It means that 62.5% of 16 students got 80 -100 scores. There are 10 students who got those scores.

The comparison above explains that there is a significant improvement from the students' achievement in which the control group only 25% of students who got A, while the experimental group 62.5% of students who got A.

4.4. Discussion of the Research Findings

4.4.1. The Meaning of the Test

The aim of this test is to know the students' achievement in writing descriptive text through the use of outdoor classical music in writing descriptive text in the eleventh grade.

The result of the experiment group is higher than that of the control group; they are 84, 25 for the experimental group and 70, 25 for the control group.

The testing hypothesis indicates that the experimental group is significant higher than that of the control group. Based on the result above, I conclude that the experimental group is better than the control group. The research finding reveals that outdoor classical music can be used as an alternative media for teaching writing descriptive text.

The effect of classical music is that it can improve students' creativity in their mind so they can express their imagination into a piece of paper. In addition, the new situation that is more comfortable can open their mind to express their ideas. When they were thinking about something to be describe, they could see the green leaves of the plants surroundings them. On the other hand, the cool natural aroma could fresh their mind, because oxygen that is produced by the plants in the air can improve their brain to work better.

Writing descriptive text through outdoor classical music was more effective than without using outdoor classical music. It can be viewed from the result between experimental and control group. The students of experimental group enjoyed the lesson. They could explore their imagination while listening to

the music. They stated their imagination into a descriptive text. It was different from the control group. They could not improve their imagination because they could not feel new situation. They only stayed in the classroom which surrounded by the walls.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The result of the study shows that after the treatment, there is a difference in the students' achievement in writing descriptive text between students taught using outdoor classical music and those without using outdoor classical music

The two groups are at the same level. Meanwhile, the final result shows that the students get better if they are taught using outdoor classical music rather than those without using outdoor classical music. The result of the experimental group is 84, 25 and the control group is 70, 25.

Outdoor classical music has many advantages in teaching writing descriptive text. It makes the students relax and enjoy the lesson because it is supported by situation namely outdoor environment. Learning in outdoor environment that is accompanied by classical music as the background can stimulate, refresh, and support learning. Therefore, it helps students learn and memorize better.

However, we all know that every technique has limitation. Outdoor classical music has some weaknesses as shown below:

- 1) It needs a lot of teaching media such as a tape recorder and some cassettes. In addition, the choice of the classical music composition should be related to the topic.

- 2) The teacher will have a problem with the noise from the surroundings.
- 3) Not all of students like classical music.
- 4) The writer must have a willingness to spend his own spare time at home for searching suitable materials.



5.2. Suggestions

From the conclusion stated above, I would like to offer some suggestions:

- 1) Teacher should choose the suitable and comfortable place that is far from the crowded place. However, the teacher should be able to manage the students because the place is out of the class (outdoor).
- 2) The teacher should choose the suitable classical music composition.



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APPENDIX 1

The result of The Experimental Group in writing descriptive text through outdoor classical music.

No	Students Code	Content	Form	Grammar	Style	Mechanics	Total Scores	TS x 4
1	A – 1	4	5	4	3	3	19	76
2	A – 2	5	5	4	4	2	20	80
3	A – 3	4	4	3	3	2	16	64
4	A – 4	3	3	4	5	4	19	76
5	A – 5	4	4	3	4	4	19	76
6	A – 6	5	5	4	3	4	21	84
7	A – 7	5	5	4	5	5	24	96
8	A – 8	5	5	3	4	5	22	88
9	A – 9	5	5	4	5	5	24	96
10	A – 10	5	5	4	5	5	24	96
11	A – 11	3	4	4	5	5	21	84
12	A – 12	5	5	4	5	5	24	96
13	A – 13	5	5	4	4	5	23	92
14	A – 14	5	4	3	4	3	19	76
15	A – 15	4	5	3	4	3	19	76
16	A – 16	5	5	4	4	5	23	92
Sum		72	74	59	67	65	337	1348

APPENDIX 2

The result of The Control Group in writing descriptive text through conventional method.

No	Students Code	Content	Form	Grammar	Style	Mechanics	Total Scores	TS x 4
1	B – 1	4	3	3	3	2	15	60
2	B – 2	5	4	3	4	3	19	76
3	B – 3	5	4	4	4	3	20	80
4	B – 4	4	3	3	4	4	18	72
5	B – 5	3	3	3	4	4	17	68
6	B – 6	5	4	3	4	4	20	80
7	B – 7	5	5	4	4	4	22	88
8	B – 8	5	5	3	4	3	20	80
9	B – 9	5	4	3	4	3	19	76
10	B – 10	4	3	2	3	3	15	60
11	B – 11	3	4	3	3	4	17	68
12	B – 12	4	3	2	3	3	15	60
13	B – 13	3	3	3	4	3	16	64
14	B – 14	4	3	2	3	3	15	60
15	B – 15	4	3	3	3	2	15	60
16	B – 16	4	4	3	3	4	18	72
Sum		67	58	47	57	49	281	1124

APPENDIX 3

The table of X^2 for computing t-test

No	Students Code	X	X^2
1	A - 1	19	361
2	A - 2	20	400
3	A - 3	16	256
4	A - 4	19	361
5	A - 5	19	361
6	A - 6	21	441
7	A - 7	24	576
8	A - 8	22	484
9	A - 9	24	576
10	A - 10	24	576
11	A - 11	21	441
12	A - 12	24	576
13	A - 13	23	529
14	A - 14	19	361
15	A - 15	19	361
16	A - 16	23	529
Sum		337	7189

APPENDIX 4

The table of Y^2 for computing t-test

No	Students Code	Y	Y^2
1	B - 1	15	225
2	B - 2	19	361
3	B - 3	20	400
4	B - 4	18	324
5	B - 5	17	289
6	B - 6	20	400
7	B - 7	22	484
8	B - 8	20	400
9	B - 9	19	361
10	B - 10	15	225
11	B - 11	17	289
12	B - 12	15	225
13	B - 13	16	256
14	B - 14	15	225
15	B - 15	15	225
16	B - 16	18	324
Sum		281	5013

APPENDIX 5

Instrument of the Experimental Group

Tenses	: Simple present tense
Kinds of Text	: Descriptive
Time Allotment	: 60 minutes

The Example of Descriptive Text

Borobudur Temple

Borobudur is the largest Buddhist temple in the world. It is located in Magelang, Central Java.

Borobudur temple was built by an architect named Gunadharma in the reign of Syailendra dynasty in 7th century. It has thousands statues made of stone. They are taken in the *stupa*. There are many relieves on its walls. The relieves tell about epic Ramayana and other stories in the ancient time.

Since long time ago, Borobudur temple has been one of the most popular tourist destinations in Indonesia. Its beauty amazed many people who have seen it. It is one of the 7 Wonder of the World.

INSTRUCTION

1. Write your name and your number on the right side of your paper!
2. Make a descriptive text about your hometown!
3. Write your sentences for at least 100 words!
4. Start your paragraph by writing the identification and then write the description!
5. You may open your dictionary.
6. Do the work by yourself!

APPENDIX 6

Instrument of the Control Group

Tenses	: Simple present tense
Kinds of Text	: Descriptive
Time Allotment	: 60 minutes

The Example of Descriptive Text

Borobudur Temple

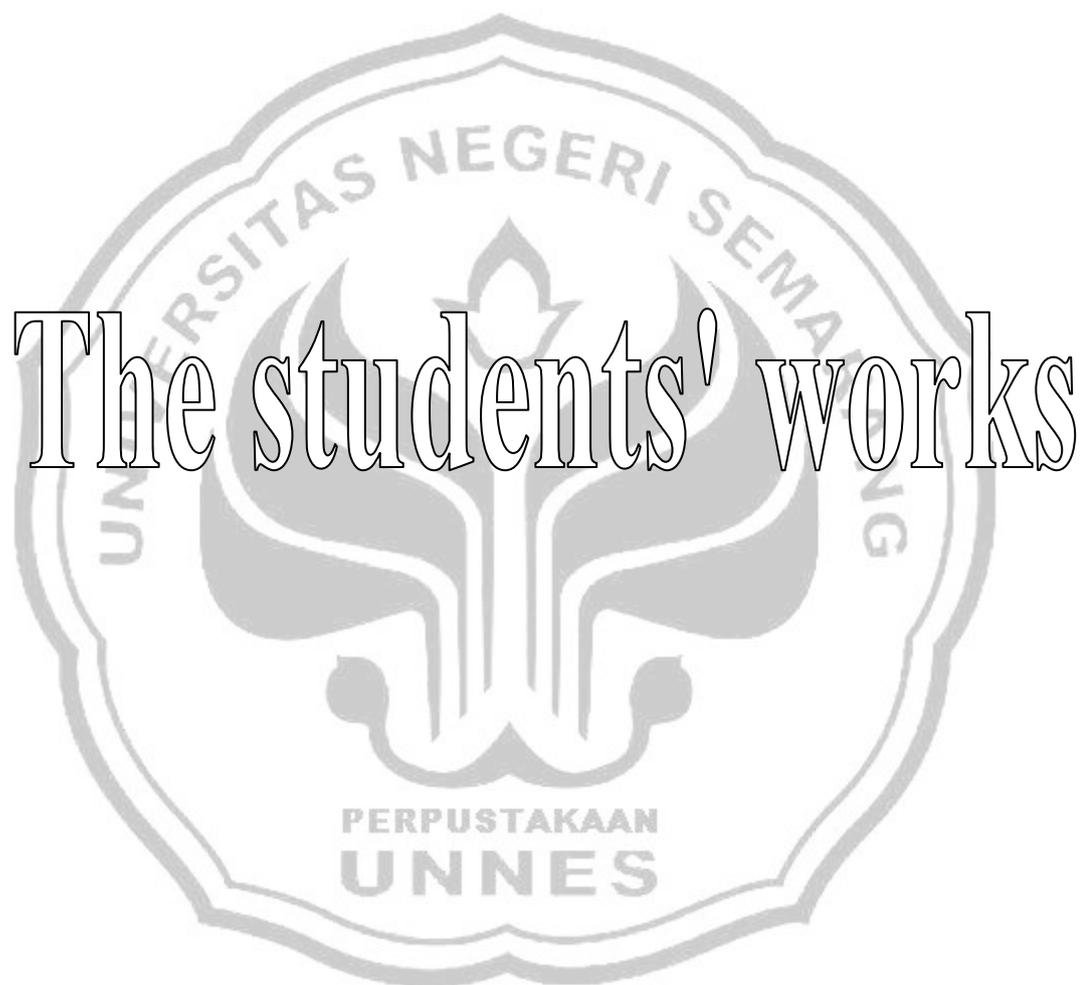
Borobudur is the largest Buddhist temple in the world. It is located in Magelang, Central Java.

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The students' works



