**CHAPTER I**

**INTRODUCTION**

1. **The Background of Study**

English subject in the classroom has important role. As we know education, teaching, and learning have provided cues about what components are contained in teaching and learning. It can be concluded that the activities of teaching and learning are an activity that involves several components, they are: student, teacher, objectives, lesson, method, media and evaluation.[[1]](#footnote-1) Jeremy Harmer says: *“English will remain dominant among world languages. However, there is no doubt about that it is and will remainder a vital linguistic tool for many business people, academic, tourists and citizens of the world who wish to communicate easily across nationalities for many years to come.”*[[2]](#footnote-2)

There are four basics of language skills are listening, speaking, reading and writing. Those skills are important and necessary to learn in order to master spoken including pronunciation skill in English utterances. Although English as foreign language in Indonesia, it is becoming increasingly important in our global community. The goal of language teaching is not only to enable the students to understand the language, but also in order to they can use the language in oral and written communication and apply it correctly and appropriately.

The writer looks many problems in the classroom when the teacher is teaching English. One of them is writing English subject. Writing many students writing English, but they are not interested. They just write it, for their assignment. They’re not enjoy and don’t like. They seem not happy when the teacher gives an English assignment. Many of them which not serious and many speak with their friends, so they cannot use their writing skill as maximal as possible. It’s occurred because when the students writing, they use their left brain. Meanwhile, their right brain will be idle and imagination. It usually disturbing student’s concentration (left brain). So their mind usually go anywhere, their attention will be broken and finally their writing result is not good.[[3]](#footnote-3) The writer will use instrument music to balance between left brain and right brain. So, right brain heard music and left brain can be concentration in the learning. Writer hope students’ writing skill can be better. Because their brain is left brain and right brain get balanced.

To overcome one of the problems above and to achieve the goal of education, the writer will try to apply one of the learning ways namely Baroque Music that assumed student’s writing ability. Baroque music is one of kind classic music be sides Mozart music. Baroque music there is not lyrics and has the quality neutral. The writer hopes that student can be improving of their skill especially in written English, so the result can be achieve as maximal as possible.

Nowadays, music is very important because that *music can change the world*. There are three countries in the world had successful in education learning. They put into the music in learning in the class. Therefore, the writer takes music and put into baroque music in learning English. So that they can be relax when they are receiving assignment from the teacher in written English. It has many advantages to learning written English in the classroom. In the *Music, Mind and Brain book,* created by *Manfred Clynes Ph.D,* explained how music can be influence whole brain activity. Music structure which harmonic, tone pattern, quality of interval and time are processed by our bright brain. Meanwhile, the alteration which fast such as alteration of sound volume, sound tone structure which accurate and lyrics are processed by our left brain.[[4]](#footnote-4) Left brain dominance appears to exist even prior to birth. It’s now known that a portion of the left brain that is crucial to language is larger in fetuses than is the corresponding portion of the right brain. [[5]](#footnote-5)

The writer takes this research with baroque music because it has specials tone which can be improving concentration the student’s brain when studying in the class. In the medic research find out that baroque music song can be improving the brain where it can make our brain relax on the step very well. Furthermore it’s occurred because tempos in this song about 60 M.M (60 second/knock). Besides the reason why it’s good to our brain because it musical not composition systematic between rhythm and melody variation. Baroque music song has systematically which can saw through composition following mathematic pattern. It can turn on and balances both of our brain are right brain and left brain.

Finally, based on the reason above writer takes the little ***“*The Effectiveness of “Baroque Music” toward writing skill on Recount Text”in MTs Hudaatul Umam, Tangerang**. The writer that hope the students able to enjoy, feel happy and interest in their writing skill in classroom. Based on the background above, the writer will take Baroque Music in teaching written English that has never used by the teacher to solve the problem. This strategy will help teacher to manage the classroom and also help students improve their writing skill at the second grade of MTs Hudaatul Umam, Tangerang.

1. **The Statement of the Problem**

Refer to the limitation of the problem above, the statement of the problem are as follows:

1. How is the student writing skill on recount text of the second grade students of MTs Hudaatul Umam, Tangerang?
2. How is the implementation of Baroque music in writing skill on recount text in the second grade of MTs Hudaatul Umam, Tangerang?
3. How is the effectiveness of Baroque music in teaching writing on recount text in the second grade of MTs Hudaatul Umam, Tangerang?
4. **The Objectives of the Research**

The problem that has explained above, the writer makes the objective of the research as follows:

1. To know the student writing skill on recount text of the second grade students MTs Hudaatul Umam, Tangerang.
2. To know applying Baroque music in writing skill on recount text in the second grade of MTs Hudaatul Umam, Tangerang.
3. To know the effectiveness of Baroque music in teaching writing on recount text in the second grade of MTs Hudaatul Umam, Tangerang.
4. **The Hypothesis**

Based on the background of the study above, the writer submits the hypothesis of the effectiveness of baroque music song as X variable and without using baroque music song as Y variable toward student writing skill. The form of hypothesis as follows:

If t0tt s : Ho (hypothesis null) is rejected, it means that is no influence between X variable and Y variable,

If t0tt : Ha (hypothesis alternative) is accepted it means that there is influence between X and Y variable.

1. **Previous Study**

In Indonesia or in universities or institutes, the writer never finds research about *Baroque Music* on learning in the class. But, the research refers to one of previous research of ***Georgie Lazanov* on accelerated learning in New York**. He used baroque music on time the first he developed technique of learning was fasted or called *accelerated learning*. Then, he succeed use this method. He used it to developed learning and to improving students’ IQ. From the research he concluded that the students are more comfortable when they need concentration, especially when they are studying. The writer read and found research on the *Genius Learning Strategy* book, created by Adi Gunawan.

Then, the writer refer to one of the paper title ***Applying Quantum Writing to Enhance The Students’ Writing Skill On Recount Text Of The Eighth Grade Students Of Smp 3 Jekulo Kudu*** by Diana Ariningsih in Muria Kudus University. Diana applying quantum writing on recount text to enhance student’s writing skill and she success in applying quantum writing.

From the previous study by Dr. Georgie Lazanov on accelerated learning above, different to the writer’s research is accelerated learning. The writer wants to make different research by focusing the discussion on students’ Junior High School in their writing skill.

Meanwhile from the previous study by Diana Ariningsih above, the writer find different to title ***The Effectiveness of Baroque Music toward writing skill on Recount text.*** The writer find different in this method. Diana wants to applying quantum writing skill on recount text, but the writer want to know how the effectiveness music in writing skill on recount text. The writer thinks the students must need concentration, comfortable and relaxation but sure. Because most of them, when they are writing about their personal/amazing experience on recount text learning, they write just little and hurried. So result of their writing skill not as good as their speaking ability when they talk in front of class. With using baroque music, the writer hope this research will help students and teacher to make easy in their writing skill.

1. **The Organization of Writing**

This paper is systematically divided into five chapters. The following is short description about each chapter contains.

Chapter I is introduction that consist the background of study, the statement of the problem, the objectives of the research, the hypothesis, previous study and the organization of writing.

Chapter II is the theoretical foundation which consists of definition of writing, recount text and baroque music song.

Chapter III is discussing about research method, place and time of research, population and sample, technique of collecting data and the technique of analyzing data.

Chapter IV is discussing about result of the research, which show description of data, data of experiment class and controlled class and analysis of data.

Chapter V closing, the content of closing are conclusion and suggestion.

**CHAPTER II**

**THEORITICAL FOUNDATION**

1. **The Description of Writing**
2. **Definition of Writing**

Writing is one of the four skills which had to be mastered by a language learner. It is necessary then to improve this skill along with speaking, listening and reading. Writing is such another kind of conveying something from one to other as speaking does.

In Oxford Learner’s pocket Dictionary, writing means: “is mark letter or numbers on a surface especially with a pen or pencil, or produce something in written form so that people can read, perform or use it.[[6]](#footnote-6) Erika Lindernan proposed “The definition of writing is a process of communications which uses a conventional graphic system to convey a message to a reader”.[[7]](#footnote-7)

Writing skills should be taught and the teaching materials and methods must be adjusted to the students’ objectives and needs. Writing is also influenced by the particular event or circumstance that it, what is called the context for writing.[[8]](#footnote-8) It can be concluded that writing is a process of recording spoken language using a system of visual marks on a surface to convey writer ideas to a reader. Writing can be difficult in your own language. In a new language, writing can be even more difficult.

The good news is that writing involves skills that you can learn, practice and master. Organization is the key to good writing. Different languages organize ideas differently. You will begin to learn how to organizing information in English so that you can write effectives paragraphs.[[9]](#footnote-9) Paragraph is the important which one of part writing. It’s group of related sentences about a single topic. A paragraph has three main parts:

1. *Topic sentence*

The first sentence in a paragraph is a sentence that names the topic and tells what the paragraph will explain about the topic.

1. *Supporting sentence*

The middle sentences in a paragraph are called the supporting sentences and give examples or other details about the topic.

1. *Concluding sentence*

The last sentence in a paragraph is called the concluding sentence. A concluding sentence often repairs the topic sentence in different words or summarizes the main points. [[10]](#footnote-10)

1. **Purposes of Writing**

Writing skill is important part of communication. The purposes of writing in principle are an expression of ideas, the conveying of a message to reader. According to Betty that the general purposes of writing may be primary to inform, to persuade, to express or to entertain, the specific purposes involves to certain need for writing. There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex.

Process writing as a classroom activity incorporates the four basic writing:

1. Stages Planning
2. Drafting
3. Editing (writing), and
4. Revising

Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skill and it may not, at least initially, give way to a free variation of writing stages cities earlier.

1. **Kinds of writing**

There are five kinds of writing type: narrative, descriptive, argumentative, persuasive text and recount text.

1. Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

1. Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

1. Exposition

Exposition is writing that explain something. It often answer the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

1. Recount

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diary, personal letter, biography, travel report, police, report, sport report, history, etc.

1. Letter writing

There are three main types of letter, namely: formal letter, business letter, and personal letter. Formal letter is normally used for invitations to an important dinner, dance, or other ceremony and is phrased in the third person. Business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. Personal letter is written in an informal, friendly way to someone whom we know. The style may be almost as informal and colloquial as if we were speaking to the person.

1. **Recount Text**
2. **Definition of Recount Text**

According to Anderson a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience or the reader. There is no complication among the participants and that differentiates from narrative.

Recount text is a text written to retell for information or entertainment (Wikipedia, free encyclopedia, 2010). This type of text is not only used at school but also at other media written and electronic, it's used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police report, sport report etc.

1. **Types of Recount Text**

According Barwick there are different types of recounts with varying levels of language and content according to the audience and purpose.

1. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

1. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources.

Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement).This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

1. Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

1. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

1. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or us, but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience or the reader. There is no complication among the participants and that differentiates from narrative.

1. **Generic Structure of Recount**
2. Orientation: Introducing the participants, place and time.
3. Events: Describing series of event that happened in the past.
4. Reorientation: It is optional. Starting personal comment of the writer to the story.
5. **Examples and structures of the recount text**

Introducing Personal Prticipants To Show Who, Where, And When

**VISITING BALI**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first was to Singaraja, the second was to Ubud.

Use of the Past Tense

**ORIENTATION**

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

Using Chronological Connection

**EVENTS**

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batu bulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist centre.

**EVENTS**

Use of Linking Verb

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.[[11]](#footnote-11)

Use of Action Verb

**RE-ORIENTATION**

1. **Language Feature of Recount**

* Introducing personal participant; I, my group, etc
* Using chronological connection; then, first, etc
* Using linking verb; was, were, saw, heard, etc
* Using action verb; look, go, change, etc.
* Using simple past tense pattern; earthquake happened, I was on the car, my car lunched on one side, etc.

One of the language features of recount text is use simple past tense.

Formula:

**S + V2 + O + C**

S : Subject

V2 : Past verb (Verb Two)

O : Object

C : Complement

Example past tense sentence:

* *Mr. Richard’s family was on vacation.*
* *The room had perfect view of the park.*
* *Mr. and Mrs. Richard went to London with their two sons.*

1. **Conjunction and transition**

Every text type including recount, always use conjunctions to make compound sentences and transitions to link the sentences in order to provide cohesion in the text. Coordinating Conjunctions is one of the kind conjunctions. People usually called them FANBOYS to memorize them easily. Recount usually use “But” and “And”

F = For

A = And

N = Nor

B = But

O = Or

Y = Yet

S = So

**Notes:**

A recount text is a text that tells you a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that “rounds off” the sequence of events. In the text, you find words and phrases used to start, connect a sentence with the next one, and end your composition. Those words and phrases are: *First, After that, Then, Finally.*

1. **Baroque Music**
2. **Definition of Baroque Music**

*Baroque* is one of the classic music beside Mozart music. It’s from the Portuguese *barroco* or “oddly shaped pearl,” the term “baroque” has been widely used since the nineteenth century to describe the period in Western European, art music from about [1600 to 1750](https://www.baroque.org/baroque/terms#1600to1750) in Germany. In this period, there are some music composer which very famous. One of them is Johan Sebastian Bach (1685-1750). Meanwhile Baroque music is the one of kind classic music was used by Dr. Georgi Lazanov on the first period he developed strategy accelerated learning. [[12]](#footnote-12)

Baroque music is **different instrumental sounds.** After being ignored for decades, baroque music has become increasingly popular over the last fifty years.

1. Pitch **:** In 1939, modern orchestras agreed to tune to a’= 440 Hz (the noste A pitched at 440 cycles per second), which replaced a previously lower pitch (a’= 435 Hz) adopted in 1859.
2. Timbre: String instruments like the violin, viola and cello used gut strings rather than the strings wrapped in metal with which they are strung today, for example, giving them a mellower, sweeter tone.
3. **Definition of Music**

According to Harmer, states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. In the eyes of the therapist, music is treated not as an entity, but an action, experienced through relationships.

For this reason, communication is at the heart of music therapy, with emphasis on turn-taking, intonation, imitation and initiation – skills which do not always come easily to those who have suffered brain injury or mental illness.[[13]](#footnote-13) Music can be our brain composed and will increasing. There are some benefits of music in Our Schools.

1. *Students learn to improve their work*

Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study.

1. *Increased coordination*

Students who practice with musical instruments can improve their hand-eye coordination. Just like playing sports, children can develop motor skills when playing music.

1. *A sense of achievement:*

Learning to play pieces of music on a new instrument can be a challenging, but achievable goal. Students who master even the smallest goal in music will be able to feel proud of their achievement.

1. *Kids stay engaged in school*

An enjoyable subject like music can keep kids interested and engaged in school. Student musicians are likely to stay in school to achieve in other subjects.

1. *Success in society*

Music is the fabric of our society, and music can shape abilities and character. Students in band or orchestra are less likely to abuse substances over their lifetime. Musical education can greatly contribute to children’s intellectual development as well.

1. *Emotional development*

Students of music can be more emotionally developed, with empathy towards other cultures. They also tend to have higher self esteem and are better at coping with anxiety.

1. *Students learn pattern recognition*

Children can develop their math and pattern-recognition skills with the help of musical education. Playing music offers repetition in fun format.

1. *Better SAT scores*

Students who have experience with music performance or appreciation score higher on the SAT. One report indicates 63 points higher on verbal and 44 points higher on math for students in music appreciation courses.

1. *Fine-tuned auditory skills*

Musicians can better detect meaningful, information-bearing elements in sounds, like the emotional meaning in a baby’s cry. Students who practice music can have better auditory attention, and pick out predictable patterns from surrounding noise.

1. *Music builds imagination and intellectual curiosity*

Introducing music in the early childhood years can help foster a positive attitude toward learning and curiosity. Artistic education developing the whole brain and develops a child’s imagination.

1. *Music can be relaxing*

Students can fight stress by learning to play music. Soothing music is especially helpful in helping kids relax.

1. *Musical instruments can teach discipline*

Kids who learn to play an instrument can learn a valuable lesson in discipline. They will have to set time aside to practice and rise to the challenge of learning with discipline to master playing their instrument.

1. *Preparation for the creative economy*

Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future.

1. *Development in creative thinking*

Kids who study the arts can learn to think creatively. This kind of education can help them solve problems by thinking outside the box and realizing that there may be more than one right answer.

1. *Music can develop spatial intelligence*

Students who study music can improve the development of spatial intelligence, which allows them to perceive the world accurately and form mental pictures. Spatial intelligence is helpful for advanced mathematics and more.

1. *Kids can learn teamwork*

Many musical education programs require teamwork as part of a band or orchestra. In these groups, students will learn how to work together and build camaraderie.

1. *Responsible risk-taking*

Performing a musical piece can bring fear and anxiety. Doing so teaches kids how to take risks and deal with fear, which will help them become successful and reach their potential.

1. *Better self-confidence*

With encouragement from teachers and parents, students playing a musical instrument can build pride and confidence. Musical education is also likely to develop better communication for students.

1. *Self-esteem*

Music allows students to try something new and develop confidence as they master singing or playing an instrument. “When students are working towards a common goal, they appreciate that their ‘voice’ and interests are heard and understood by others. This joint effort creates a sense of secure acceptance that is critical to their self-esteem,” states [PBS](http://www.pbs.org/parents/education/music-arts/turn-to-the-arts-to-boost-self-esteem/).

1. *Listening skills*

Music involves listening to yourself and the rest of the ensemble. Musicians need to hear tempos, dynamics, tuning, and harmonies. This [helps auditory development](http://brain.oxfordjournals.org/content/129/10/2593.full.pdf) in the brain.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

1. **Research of Method**

In this research, writer used quasi experiment, it’s compare the result of two groups between experimental class and control class. In this chapter, the writer will explain the types of experimental and it’s characteristic briefly. First is pre-experiment that may have pre- and -post treatment. Second is quasi experiment used by the writer in this research that has both pre- and post-test, experiment and control groups but no random assignment in the subject and the last is true experiment that also has pre- and post-test experiment with random assignment of subject. [[14]](#footnote-14)

In Experimental research, the researcher’s goal is to establish a cause and effect relationship between to phenomena. The researcher aims to establish that one variable, the independent variable, causes changes to another variable, the dependent variable. [[15]](#footnote-15)

In applying this research, the writer teaches writing through baroque music song as experimental class and teaches writing without baroque music song as control class.

1. **Place and Time of the Research**

The data is needed of this research will be taken from the students’ score the second grades of MTs Hudaatul Umam. It’s located on Jl. Kawasan Industri No. 63 Pasirawi, Kec. Pasarkemis, Kab. Tangerang – Banten. Start from March 27 – April 27 2017 in one month.

1. **Population and Sample**
2. **Population**

According to Nunan, “Population is all case situations, or individuals who share one or more characteristics.”[[16]](#footnote-16) The population of the research is VIII grade of MTs Hudaatul Umam, Tangerang. The total population is 2 classes A and B and each class generally consisting of 30 students. So the total numbers of population are about 60 students.

1. **Sample**

Sample is a part or representative of population being researched. It is called sample research. Sample is subject of individuals or cases from within a population.[[17]](#footnote-17) Normally, someone wishing to carry out such an investigation would select a sample from the population and test.[[18]](#footnote-18) In this research the writer take two classes as sample research by clustering from the VIII grade, class VIII A and class VIII B the total sample are 60 students. It was divided into two classes. The first is class VIII A as the control class consist of 30 students, and the second one is class VIII B as the experimental class, consist of 30 students.

1. **Instrument of Research**

According to Syah, instrument is a tool is used when the researcher is doing a method.[[19]](#footnote-19) Instrument in this research is equipment applied to obtained data or information relates to independent variable which has been specified covering instrument of test and non-test. The instrument that will be used by the writer in this research are test, the test consist pre-test and post-test.

1. Pre-test

Pre-test is a test that given to students before treatment. This test is given to know the students’ ability before treatment.

1. Post-test

Post test is a test that given the students after treatment. This test is given to know the students’ ability after treatment. In this test, the write would know the result of this research.

The instrument is written test that the students have to make recount text about their experience (just one question) in pre-test and essay 5 in post-test.

1. **The Technique of Collecting Data**

In this research, the writer given interview and some tests during the research teach the students, those are:

1. Interview

In this research to get the information about the process of English technique and English test in MTs. Hudaatul Umam, Tangerang. We must do the interview to English teacher MTs. Hudaatul Umam about the process of teaching English learning and the used of test in English teaching in general and especially the teacher ways in teaching writing and the used of the strategy or the techniques in English lesson in students’ writing skill on recount text.

1. Test

According to Brown “test is method of measuring persons’ ability or knowledge in a give domain”.[[20]](#footnote-20) The obtain data for this research, the writer take data by using test to get the data related.

1. Pre-test

Before writer teaching, pre-test given by teacher to students, it will administered at the beginning of the course.

1. Post-test

The post-test is done after the writer giving treatment in experiment class and giving traditional method in control class. The post test will carried out in order to check the differences between teaching writing in the result of experimental class and control class.

1. **The Technique of Analyzing Data**

The writer used statistic for analyze the data in this research take comparison research, because the research want to compare result of research between experimental class and control class students, the research took step as follow.

To know how effectiveness on baroque music song toward student’s writing skill, the writer made the pre-test with the question about recount text is retell student’s unforgettable experience (just one question) and the post-test are 5 items (five question) for experimental class and control class. For all items the correct answer is A, B, C or D for pre-test score. And all items the correct answer 1 (one) and it not correct answer is given 0 (zero) for post-test score.

With explanation score for pre-test below:

|  |  |  |
| --- | --- | --- |
| **Letter Score** | **Mark Score** | **Description** |
| A | 80-100 | Excellent |
| B | 70-79 | Good |
| C | 60-69 | Fair |
| D | 50-59 | Low |

To find out the effectiveness of baroque music song toward writing skill on recount text, the writer will be using quantitative method on this research. Quantitative is analyzed by statistic calculation of t-test with the formula are follow: [[21]](#footnote-21)

1. Determine Range, Interval class.
2. Make distribution frequency.
3. Determine mean, by formula:

Mean = M’+ i

1. Determining standard deviation, by formula:

SD = i

1. Determine error standard:

SE*x*2 =

1. Make the polygon graphic.
2. Determine average score:

M = M2 – M1

1. Determine difference of error standard:

SEMX - SEMY =

1. After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test with the degree of significances 5 % and 1 %. The formula of T-Test as follow:

to =

1. Comparison scores of experimental and control class.

**CHAPTER IV**

**RESULT OF THE RESEARCH**

1. **Description of Data**

In this chapter the writer explains the result of the research. The writer will attempt to submit the data as outcomes of research has hold in second grade of MTs Hudaatul Umam. The writer takes 60 students as a subject this research. It is divided into two classes. They are 30 students from class B as the experimental class and 30 students from class A as the control class.

To get the data the writer uses test as instrument, they are result of pre-test and second one is the result of post-test. The result of post-test in experimental class is named variable (X2) and the result of post-test in control class is named variable (Y2).

Pre-test contains just one item (essay), which retell student’s unforgettable experience. Students have to describe their experience with recount text. Meanwhile post-test contains 5 items (essay) that students must fill the question with score the correct answer is 1 (one) and it not correct answer is given 0 (zero) for post-test score.

1. **Analysis of Data**
2. **The score of pre-test and post-test of experimental class**

The students score of class VIII B as the experimental class obtained 59.38 for mean of pre-test and 78.2 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

Students’ final score = Students’ raw score x 20

**Table 4.1**

**The Result of Pre-test and Post-test in Experimental Class**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Pre-test Score** | **Post-test Score** |
| 1 | AF | 65 | 80 |
| 2 | CF | 55 | 75 |
| 3 | DE | 65 | 75 |
| 4 | DR | 55 | 80 |
| 5 | DW | 65 | 80 |
| 6 | EP | 75 | 85 |
| 7 | EF | 65 | 85 |
| 8 | FZ | 60 | 75 |
| 9 | ID | 70 | 90 |
| 10 | LO | 80 | 90 |
| 11 | LV | 45 | 75 |
| 12 | FH | 70 | 85 |
| 13 | KS | 75 | 80 |
| 14 | IR | 55 | 90 |
| 15 | MI | 75 | 95 |
| 16 | MR | 60 | 65 |
| 17 | RY | 70 | 90 |
| 18 | ND | 40 | 65 |
| 19 | NP | 75 | 80 |
| 20 | RM | 80 | 100 |
| 21 | RF | 60 | 85 |
| 22 | RP | 55 | 80 |
| 23 | RN | 50 | 75 |
| 24 | RA | 55 | 80 |
| 25 | SO | 85 | 100 |
| 26 | SH | 60 | 85 |
| 27 | SA | 85 | 90 |
| 28 | TH | 75 | 95 |
| 29 | UA | 60 | 85 |
| 30 | YT | 50 | 80 |

The table above describe the result of pre-test and post-test in experimental class. The highest score in pre-test is 85 and post-test is 100. While the lowest score in pre-test is 40 and post-test is 65.

* **Result of pre-test in Experimental class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

40 45 50 50 55 55 55 55 55 60

60 60 60 60 65 65 65 65 70 70

70 75 75 75 75 75 80 80 85 85

1. Find out the range with formula:

R = H – L + 1

= 85 – 40 + 1

= 46

1. Looking for the class interval (k), with formula:

= = it is had better getting result between 10-20

So, it got *i* = 4 because = 11,5 (between 10-20)

i = 12 (be completed)

1. Making distribution frequency table

**Table 4.2**

The Distribution Frequency of Pre-Test Experimental Class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Interval** | **F** | **X** | **x'** | **f.x'** | **f.*x'2*** |
| 40 – 43 | 1 | 41.5 | +5 | 5 | 25 |
| 44 – 47 | 1 | 45.5 | +4 | 4 | 16 |
| 48 – 51 | 2 | 49.5 | +3 | 6 | 18 |
| 52 – 55 | 5 | 53.5 | +2 | 10 | 20 |
| 56 – 59 | 0 | 57.5 | +1 | 0 | 0 |
| 60 – 63 | 5 | 61.5 (M’) | 0 | 0 | 0 |
| 64 – 67 | 4 | 65.5 | -1 | -4 | 4 |
| 68 – 71 | 3 | 69.5 | -2 | -6 | 12 |
| 72 – 75 | 5 | 73.5 | -3 | -15 | 45 |
| 76 – 79 | 0 | 77.5 | -4 | 0 | 0 |
| 80 – 83 | 2 | 81.5 | -5 | -10 | 50 |
| 84 – 86 | 2 | 85.5 | -6 | -12 | 72 |
|  | **30 = N** |  |  | **= -22** | **262** |

1. Determine Mean Score of M*x*1

M*x*1 = M’+ i

= 61.5 + 4

= 61.5 + (-2.12)

= 59.38

1. Determine Deviation Standard

SD*x*1 = i

= 4

= 4 = 4 = 4 x 2.86 = 11.44

1. Determine Error Standard

SE*x*1 = = = = 2. 12

1. Making Polygon Graph

**Graphic 4.1**

**Pre-Test in Experimental Class**

The polygon graphic above describe pre-test in experimental class. The mean of the interval class is the biggest 5. They are 53.5, 61.5 and 73.5. Mean of pre-test in experimental class is 61.5.

* **Result of post-test in Experimental class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

65 65 75 75 75 75 75 80 80 80

80 80 80 80 80 85 85 85 85 85

85 90 90 90 90 90 95 95 100 100

1. Find out the range with formula:

R = H – L + 1

= 100 – 65 + 1

= 36

1. Looking for the class interval (k), with formula:

= = it is had better getting result between 10-20

So, it got *i* = 3 because = 12 (between 10-20)

i = 12

1. Making distribution frequency table

**Table 4.3**

The Distribution Frequency of Post-Test Experimental Class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Interval** | **F** | **X** | **x'** | **f.x'** | **f.*x'2*** |
| 65 - 67 | 2 | 66 | +5 | 10 | 50 |
| 68 - 70 | 0 | 69 | +4 | 0 | 0 |
| 71 - 73 | 0 | 72 | +3 | 0 | 0 |
| 74 - 76 | 5 | 75 | +2 | 10 | 20 |
| 77 - 79 | 0 | 78 | +1 | 0 | 0 |
| 80 - 82 | 8 | 81 (M’) | 0 | 0 | 0 |
| 83 - 85 | 6 | 84 | -1 | -6 | 6 |
| 86 - 88 | 0 | 87 | -2 | 0 | 0 |
| 89 - 91 | 0 | 90 | -3 | 0 | 0 |
| 92 - 94 | 5 | 93 | -4 | -20 | 80 |
| 95 - 97 | 2 | 96 | -5 | -10 | 50 |
| 98 - 100 | 2 | 99 | -6 | -12 | 72 |
|  | **30 = N** |  |  | **= -28** | **278** |

1. Determine Mean Score of M*x*2

M*x*2 = M’+ i

= 81 + 3

= 81 + (-2.8) = 78.2

1. Determine Deviation Standard

SD*x*2 = i

= 3

= 3 = 3 = 3 x 2.89 = 8.67

1. Determine Error Standard

SE*x*2 = = = = 1. 61

1. Making Polygon Graph

**Graphic 4.2**

**Post-Test in Experimental Class**

The polygon graphic above describe post-test in experimental class. The mean of the interval class is the biggest 8. Just one interval class include of 8. It’s 81. This is refers to that 81 is mean of post-test in experimental class.

1. **The score of pre-test and post-test of control class**

The students’ score of class VIII A as the control class obtained 65.76 for mean of pre-test and 65.08 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

**Table 4.4**

The Result of Pre-Test and Post-Test in Control Class

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Pre-Test Score** | **Post-Test Score** |
| 1 | AS | 50 | 60 |
| 2 | AP | 60 | 75 |
| 3 | AR | 50 | 65 |
| 4 | AD | 65 | 75 |
| 5 | AK | 60 | 65 |
| 6 | BU | 50 | 65 |
| 7 | DP | 60 | 65 |
| 8 | DS | 55 | 65 |
| 9 | DA | 55 | 65 |
| 10 | HH | 60 | 70 |
| 11 | IF | 55 | 50 |
| 12 | IA | 65 | 65 |
| 13 | IM | 65 | 70 |
| 14 | JA | 65 | 75 |
| 15 | LA | 60 | 75 |
| 16 | MN | 60 | 60 |
| 17 | MS | 50 | 60 |
| 18 | MA | 55 | 75 |
| 19 | MG | 45 | 60 |
| 20 | PP | 60 | 75 |
| 21 | RD | 50 | 50 |
| 22 | RR | 45 | 55 |
| 23 | SC | 60 | 70 |
| 24 | SM | 50 | 70 |
| 25 | WY | 80 | 80 |
| 26 | WN | 75 | 80 |
| 27 | RR | 60 | 65 |
| 28 | YZ | 60 | 65 |
| 29 | YY | 40 | 55 |
| 30 | ZN | 60 | 70 |

The table above describe the result pre-test and post-test in control class. The highest score in pre-test is 80 and post-test is 80. While the lowest score in pre-test is 40 and post-test is 50.

* **Result of pre-test in Control class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

40 45 45 50 50 50 50 50 50 55

55 55 55 60 60 60 60 60 60 60

60 60 60 60 65 65 65 65 75 80

1. Find out the range with formula:

R = H – L + 1

= 80 – 40 + 1

= 41

1. Looking for the class interval (k), with formula:

= = it is had better getting result between 10-20

So, it got *i* = 4 because = 10.25 (between 10-20)

i = 10 (be completed)

1. Making distribution frequency table

**Table 4.5**

The Distribution Frequency of Pre-Test Control Class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Interval** | **F** | **X** | **x'** | **f.x'** | **f.*x'2*** |
| 40-43 | 1 | 41.5 | +5 | 5 | 25 |
| 44-47 | 2 | 45.5 | +4 | 8 | 32 |
| 48-51 | 6 | 49.5 | +3 | 18 | 54 |
| 52-55 | 4 | 53.5 | +2 | 8 | 16 |
| 56-59 | 5 | 57.5 | +1 | 5 | 5 |
| 60-63 | 11 | 61.5 (M’) | 0 | 0 | 0 |
| 64-67 | 4 | 65.5 | -1 | -4 | 4 |
| 68-71 | 0 | 69.5 | -2 | 0 | 0 |
| 72-75 | 1 | 73.5 | -3 | -3 | 9 |
| 76-79 | 0 | 76.5 | -4 | 0 | 0 |
| 80-83 | 1 | 80.5 | -5 | -5 | 25 |
|  | **N=30** |  |  | **= 32** | **170** |

1. Determine Mean Score of M*x*1

M*y*1 = M’+ i

= 61.5 + 4

= 61.5 + (4.26) = 65.76

1. Determine Deviation Standard

SD*y*1 = i

= 4

= 4 = 4 = 4 x 2.13 = 8.52

1. Determine Error Standard

SE*y*2= = = = 1. 58

1. Making Polygon Graph

**Graphic 4.3**

**Pre-test in Control Class**

The polygon graphic above describe pre-test in control class. The mean of the interval class is the biggest 11. Just one interval class include of 11. It’s 61.5. This is refers to that 61.5 is mean of pre-test in control class.

* **Result of post-test in Control class**

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

50 50 55 55 60 60 60 60 65 65

65 65 65 65 65 65 65 70 70 70

70 70 75 75 75 75 75 75 80 80

1. Find out the range with formula:

R = H – L + 1

= (80 – 50) + 1

= 31

1. Looking for the class interval (k), with formula:

Looking for the class interval (k), with formula:

= = it is had better getting result between 10-20

So, it got *i* = 3 because = 10.3 (between 10-20) i = 10 (be completed)

1. Making distribution frequency table

**Table 4.6**

The Distribution Frequency of Post-test Control Class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Interval** | **F** | **X** | **x'** | **f.x'** | **f.*x'2*** |
| 50-52 | 2 | 51 | +5 | 10 | 50 |
| 53-55 | 2 | 54 | +4 | 8 | 32 |
| 56-58 | 0 | 57 | +3 | 0 | 0 |
| 59-61 | 4 | 60 | +2 | 8 | 16 |
| 62-64 | 0 | 63 | +1 | 0 | 0 |
| 65-67 | 9 | 66 (M’) | 0 | 0 | 0 |
| 68-70 | 5 | 69 | -1 | -5 | 5 |
| 70-72 | 0 | 71 | -2 | 0 | 0 |
| 73-75 | 6 | 74 | -3 | -18 | 54 |
| 76-78 | 0 | 77 | -4 | 0 | 0 |
| 79-81 | 2 | 80 | -5 | -10 | 50 |
|  | **N=30** |  |  | **= -7** | **207** |

1. Determine Mean Score of M*y*2

M*y*2 = M’+ i

= 66 + 4

= 66 + (-0.92) = 65.08

1. Determine Deviation Standard

SD*y*2 = i

= 3

= 3 = 3 = 3 x 2.61 = 7.83

1. Determine Error Standard

SE*y*2 = = = = 1. 45

1. Making Polygon Graph

**Graphic 4.4**

**Post-test in Control Class**

The polygon graphic above describe post-test in control class. The mean of the interval class is the biggest 9. Just one interval class include of 9. It’s 61. This is refers to that 61 is mean of post-test in control class.

After the writer calculated them based the t-test formula:

1. Determine average from experimental class

MX = M*x*2 – M*x*1

= 78.2 – 59.38

= 18.82

1. Determine average from control class

MY = M*y*2 - M*y*1

= 65.08 - 65.76

= - 0.68

1. Determine difference of error standard from X and Y

SEmx – Semy =

=

= = 1.74

1. Determine *t0*(t observation)

t*o* =

=

= = 11.20

1. Determine T-table with significance 5 % and 1 %

DF = N1 + N2 – 2

= 30 + 30 – 2

= 58

= 60 (be completed and consult to “t” table score)

Based on t table that three is 60. With df as number 60 is got t table as follow:

* At significance level 5% : *tt* = 2.00
* At significance level 1% : *tt* = 2.65

1. The writer compared *t0* to *tt* thatif *t0>tt* ; *Ha*is accepted and *H0* is rejected. If *t0* <*tt,* it means that *Ha*is accepted and *Ha* is rejected.

*to* : *tt*: 11.20 > 2.00 in degree of significance 5%

*to* : *tt* : 11.20 > 2.65 in degree of significance 1%

Because “t” that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative (*Ha*) is accepted and (*Ho*) is rejected.

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If *to* > *tt*: The alternative hypothesis is accepted. It means there is improvement in students’ writing skill on recount text using Baroque music.

If *to* < *tt* : The alternative hypothesis is rejected. It means there is no improvement in students’ writing skill on recount text using Baroque music.

**Table 4.7**

**Comparison Scores of Post-Test in Experimental and Control Class**

|  |  |  |
| --- | --- | --- |
| **No** | **Post-Test Experimental Class** | **Post-Test Control Class** |
|
| 1 | 80 | 60 |
| 2 | 75 | 75 |
| 3 | 75 | 65 |
| 4 | 80 | 75 |
| 5 | 80 | 65 |
| 6 | 85 | 65 |
| 7 | 85 | 65 |
| 8 | 75 | 65 |
| 9 | 90 | 65 |
| 10 | 90 | 70 |
| 11 | 75 | 50 |
| 12 | 85 | 65 |
| 13 | 80 | 70 |
| 14 | 90 | 75 |
| 15 | 95 | 75 |
| 16 | 65 | 60 |
| 17 | 90 | 60 |
| 18 | 65 | 75 |
| 19 | 80 | 60 |
| 20 | 100 | 75 |
| 21 | 85 | 50 |
| 22 | 80 | 55 |
| 23 | 75 | 70 |
| 24 | 80 | 70 |
| 25 | 100 | 80 |
| 26 | 85 | 80 |
| 27 | 90 | 65 |
| 28 | 95 | 65 |
| 29 | 85 | 55 |
| 30 | 80 | 70 |

The table above describe the comparison scores of post-test in experimental and control class. The highest score in post-test in experimental class is 100 and pos-test in control class is 80.

**Graphic 4.5**

**Comparisons’ score of Experimental Class and Control Class**

The graphic above describe the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 100, while the highest score in control class is 80. And the lowest score in experimental class is 65, control class got score 50.

1. **Interpretation Data**

The data showed that the mean (M*x*1) of pre-test scores obtained by students score of VIII B as an experimental class = 59.38, it’s smaller than mean score (My1) of VIII A as a control class = 65.76. The lowest score of pre-test in two classes are the same. Class VIII B is 40 and class VIII A is 40. But mean of post-test scores of both class VIII B and class VIII A are difference. It seems significance different of M*x*2 as the experimental class and M*y*2 as the control class. Post-test in VIII B as an experimental class = 78.2 and post-test in VIII A as a control class = 65.08. Mean of experimental class is greater than control class. It is significance difference.

Based on the data, the value of *to*(t observation) is higher than *tt* (t table), t observation = 11.20, t table = 2.00 or t observation 11.20 > 2.00 or t observation 11.20 > 2.65, so *Ho* is rejected and *Ha* is accepted.

From the interpretation above, the writer said the use of Baroque music could be better and more effective to improving student writing skill than traditional method. This could be seen after comparing the score of pre-test (before using Baroque music) and post-test (after using Baroque music).

Based on the data obtained from control and experiment class among the average scores and t observation, the writer summarizes that teaching recount text through music has significance influence towards students’ writing skill.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusions**

Based on the research finding that was presented in the previous chapter, the writer would like to give conclusions as follow:

1. The student’s writing skill on recount text at Second Grade of MTs Hudaatul Umam still less. Because the writer looks the teacher use traditional method in English learning in the classroom. So, there is not new method to develop/improve students’ writing skill especially on recount text.
2. From pre-test and post-test between experimental and control class, the writer has already known that students taught by Baroque music get better scores and more significance improvement their writing skill on recount text than the students who taught by traditional method.
3. Based on the result of analysis about the effectiveness of Baroque music toward writing skill on recount text, we can see that in experimental class is bigger than control class. This is refers to that Baroque music has influence which significant to the students’ writing skill on recount text. Because according to some music expert that music can change the world, especially education world. It’s mean that music can help students’ learning process in the classroom.
4. **Suggestion**

According to the conclusion above, the writer would give some suggestion to teachers and students as follow:

Suggestion for teacher:

* The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well.
* The first step to develop students’ writing skill on recount text is the teacher should have more attention to the students’ skill in the classroom.

Suggestion for students:

* Students must be critic to the teacher in the classroom if they haven’t understanding about learning.
* With music, student is hoped to more silent and concentration in process learning in the classroom.

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