

**DEVELOPING STUDENTS' WRITING SKILL BY USING
ENGLISH SONG LYRIC AT THE THIRD GRADE
STUDENTS OF MAN PALOPO**



A THESIS

**Submitted to the English Study Program of S1 Tarbiyah Department of
State Collage for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for the Degree Sarjana Pendidikan (S.Pd) in English
Education**

IAIN PALOPO

By,

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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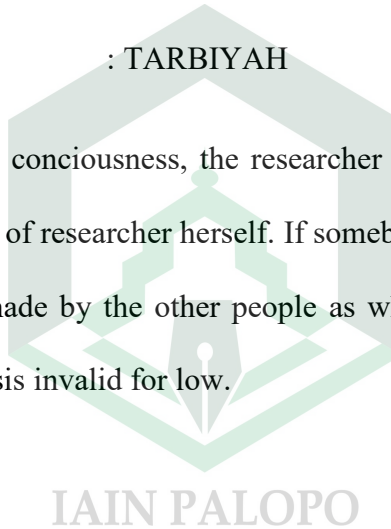
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Assalamu 'Alaikum Wr. Wb

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

Pembimbing I

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Palopo , September 15th , 2013

The Researcher



TABLE OF CONTENT

COVER OF PAGE.....	i
COVER OF PAGE.....	ii
CONSULTANT APPROVAL.....	iii
NOTA DINAS PEMBIMBING.....	iv
PRONOUNCEMENT.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	ix
TABLE OF CONTENT.....	x
LIST OF TABLES.....	xii
LIST OF CHART.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Problem Statement.....	2
C. Objective of The Research.....	3
D. Significances of The Research.....	3
E. Definition of Term.....	3
F. Scope of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE.....	5
A. Previous of Related Literature.....	5
B. Concept of Writing.....	6
1. The Definition of Writing.....	6
2. The Component of Writing.....	7
3. Kinds of writing.....	11
4. The Principles of Good Writing.....	13
5. The Purposes of Writing.....	14
C. The Concept of Descriptive Paragraph.....	15
D. The Use of Media in Teaching English.....	19
1. Song.....	19
2. Lyric.....	20

E. Conceptual Framework	24
F. Hypothesis.....	26
CHAPTER III RESEARCH METHOD	27
A. Method and Design	27
B. Research variable	28
C. Operational of Definition Variable	28
D. Population and sample	28
E. Instrument of the research.....	28
F. Procedure of Analyzing data.....	29
G. Technique of Collecting Data	30
CHAPTER IV FINDINGS AND DISCUSSION	38
A. Findings.....	38
B. Discussion	63
CHAPTER V CONCLUSION AND SUGGESTION	71
A. Conclusion.....	71
B. Suggestions.....	72
BIBLIOGRAPHY	
APPENDIXES	

LIST OF TABLES

Table 4.1 The criteria and percentage of the students' content pre test	38
Table 4.2 The criteria and percentage of the students' organization in pre test.....	39
Table 4.3 The criteria and percentage of the students' vocabulary in pre test	40
Table 4.4 The criteria and percentage of the students' grammar in pre test	41
Table 4.5 The criteria and percentage of the students' mechanic in pre test	42
Table 4.6 Students' score of content, organization, vocabulary, grammar and mechanic in Pre test	43
Table 4.7 The criteria and percentage of the students' pre test.....	46
Table 4.8 The criteria and percentage of the students' content in Post Test.....	47
Table 4.9 The criteria and percentage of the students' organization in Post Test.....	48
Table 4.10 The criteria and percentage of the students' vocabulary in Post Test....	49
Table 4.11 The criteria and percentage of the students' grammar in Post Test	50
Table 4.12 The criteria and percentage of the students' mechanic in Post Test	51
Table 4.13 Students scores of content, organization, vocabulary, grammar and mechanic in Post Test	52
Table 4.14 Gain (d) between Pre Test and Post Test	55
Table 4.15 The criteria and percentage of the students' post test	56
Table 4.16 Deviation standard for each subject (Xd) and squared deviation.....	59
Table 4.17 mean score.....	62
Table 4.18 result of t_{test}	62

LIST OF CHARTS

Chart 4.1 The Mean Score of all Component in Writing.....	45
Chart 4.2 Students' score percentage in pre test	47
Chart 4.3 The Mean Score of all component in writing(PostTest)	54
Chart 4.4 student's score percentage in post test	56



ABSTRACT

ERNAWATI SAMPE TORRO 2013. “Developing Students’ Writing Skill by Using English Song Lyric at the Third Grade Students of MAN Palopo”. Thesis, English Study Program of Tarbiyah Department of Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, under consultant, 1. Dr. Masruddin Asmid, S.S., M. Hum, 2. Amir Faqihuddin, S. Ag., M.Pd.I

Keywords : Developing, English Lyric song

This thesis studied on the development of students’ writing ability at MAN Palopo through English song lyric and focused on the research question; how significance is English lyric song could develop writing ability at the third grade students of MAN Palopo? the researcher had an idea to find out what the students interest that has relation with English and developed students’ writing skill through English song lyric as the media.

This research applied pre experimental research with one group of pre test and post test design. This research was undertaken at the third grade students of MAN Palopo in 2013/2014 academic year. The researcher took IPA students as sample by using the purposive sampling technique in choosing the sample. The researcher used argumentative writing test, as instruments of the data collection. The researcher used writing by giving topic in pre test and post test, there were 3 topic in each test and the students had to choose 1 topic. The topics in pre and post test were different. In treatment, researcher used English song lyric in developing students’ writing skill.

The result of the data analysis accepted because $t_{\text{test}} (t_0)$ was higher than $t_{\text{table}} (t_t)$, where $t_{\text{test}} = 6,419$ and $t_{\text{table}} = 2,093$ with $df = 19$ and the mean score in post test (70,7) was bigger than mean score in pre test (56,2) So there was significant students’ writing skill achievement after teaching through English lyric song. By this data, the researcher took conclusion that English song lyric was success in developing students’ writing and it could be an alternative in teaching English.

CHAPTER 1

INTRODUCTION

A. Background

English has four kinds of skills, those are reading, speaking, listening and writing. Each skill has its own difficult to be understood by the English students learners. For Indonesian, writing skill is considered as the most difficult language skill which involve the ability or mastery for grammar, vocabulary and spelling. In addition, necessary skill or logical way of thinking skill mix words into meaning full sentences. Other than a coherent sentence structure and clear content, punctuations also important in English with other English skill (listening, speaking and reading).¹

The use of song in learning is popularly promoted by current researchers. Song is short piece of music with words that you sing.² Song is good way to do to be relax. Everywhere we can see human listen to songs, but sometimes people see negatif for song especially English song. Here the writer ask students to see the positif of song for studying English. English students will know about English song although it is just a few songs. By interesting to listen a song, the will go to take the lyric and understand words by words. After the students understand the lyric, they can write the meaning of that song by their own word in writing task. Making

¹Kasihani K.E. Suyanto. *English for Young Learner*(Jakarta: BumiAksara) P.68-69.

²*Oxford Learner's Pocket Dictionary*.(Fourth Edition; New York; Oxford University Press. 2008)..p.423

conclusion about the meaning of all the English song lyrics need the students' own words, it makes the writer take descriptive writing as essay to write students' conclusion.

Based on the explanation above, it is important to choose the appropriate technique in teaching writing at MAN Palopo. The media is English Lyric Song. It is good if the writer choose MAN Palopo's students because they always listening English Song. The students of MAN Palopo feel difficult in writing. When the students have willing to write, the students always confuse to write what the students want to tell through writing.

It inspires the writer to make the students of MAN Palopo especially for the third grade students to know more about writing and the writer takes a research by the title “ **Developing Students' Writing Skill by Using English Song Lyric at the Third Grade Students of MAN Palopo**”.

B. Problem Statement

Based on the background above, the researcher formulates the research questions as follows:

“Is English song lyric effective in developing students' writing skill at the third grade students of MAN Palopo?”

C. Objective of The Research

Based on the research that set above, the writer states the specific objective of the research as follow:

“To find out whether or not the English song lyric is effective in developing students’ writing ability at the third grade students of MAN Palopo”

D. Significances of The Research

1. Theoretically, the result of the research is expected to be useful information for all teacher and they can use English Lyric as a media to develop students’ writing

2. Practically, the result of this in research is expected to be useful to make students feel easy to write their argumentation by English song lyric especially for the earlier at the third grade students of MAN Palopo.

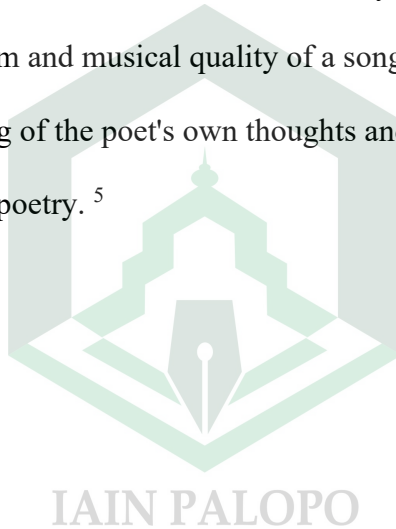
E. Scope of The Research

The scope of the research is restricted to write descriptive paragraph of English song lyric by students’ own words at the third grade students of MAN Palopo. The research focus on the five components, they are content, vocabulary, grammar, language used, and mechanic. There are two special component to be developed, content and vocabulary.

F. Definition of Term

Based on the title above, Developing Writing Skill Students Through English Song Lyrics at the third grade of MAN Palopo, the researcher give definition as follows:

1. Writing is a process of expressing ideas or thoughts in words should be done at leisure.³
2. song is short piece of music with words that you sing.⁴
3. Lyric is the form and musical quality of a song, and especially the character of a song like outpouring of the poet's own thoughts and feelings, as distinguished from epic and dramatic poetry.⁵



³Susanto Leo, *English for Academic Purpose, Essay Writing*, (Yogyakarta: Andi) p.21

⁴*Oxford Learner's Pocket Dictionary*, (New Edition; New York: Oxford University, 2000), p. 423.

⁵Unname, <http://dictionary.reference.com/browse/lyric>. Accessed on July 7th, 2013

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Literature

In writing this proposal, the researcher found some researcher which are closely related to this research, they are:

1. Arifah Majid, in her thesis under title “The using of English song in improving students ability in writing at the second year students of SMAN 6 Palopo.” The researcher shows that the minimum score gain students’ and the total numbers who get minimum gain (4,166%) in students’ content, organization, vocabulary, grammar and mechanic, and the maximum gain(95,833%), it means that there are development in content, organization, vocabulary, grammar and mechanic. ¹

2. Riska, in her thesis is written under the title “The effectiveness of using English song in improving the students’ ability in writing an essay at the second year students of SMAN 1 Bua Ponrang Kab. Luwu”, the researcher concludes that seeing the fact that the students have low ability in writing essay as shown in chapter IV, the researcher take some conclusion, as follows:(a) using English songs in teaching writing essay,(b) using English songs for their essay did not work as well as possible

¹Arifah Majid, *The Using of English Song in Improving Students’ Ability in Writing at the Second Year Students of SMAN 6 Palopo*, A Thesis S1(STAIN Palopo,2001)

even their grade increase,(c) applied English songs as a guide for writing an essay,(d) they have low vocabulary mastery,(e) they were lack in grammatical mastery.²

The two of thesis above took song as the media to develop students ability, and the two of thesis above took writing as the skill to be developed. Here the, the researcher took song as a media, and writing as the skill that would be developed, but the researcher took different way to do it. If the thesis above just research about the effectiveness and the using of song in writing, the researcher would use English Song lyric. When the students saw the lyric, the students would know to write the message of that song.

B. Concept of Writing

1. The Definition of Writing

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thoughts available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.³

Writing is a solitary and demanding task. One way to make task easier is to use invention technique. These technique will be enable you to explore your ideas on

²Riska, *The Effectiveness of Using English Song in Improving the Students' Ability in Writing an Essay at the Second Year Students of SMAN 1 Bua Ponrang Kab. Luwu*, A Thesis S1(STAIN Palopo,)

³Ghazi Ghaith [http://www.aub.edu.Lb/fas/dep/faculty/Ghazi.Gaith/pages/ index](http://www.aub.edu.Lb/fas/dep/faculty/Ghazi.Gaith/pages/index). Accessed on Oktober, 29th 2012

a subject before you actually begin to write about it.⁴ The following analysis attempts to group the many varied skill necessary for writing good process into five general components are main area:

- a. Language: use the ability to write correct and appropriate sentence.
- b. Mechanical skill: The ability to use correctly those convention peculiar to the written language,e.g. punctuation spelling
- c. Treatment of content: the ability to think creatively and develop thought, exluding all irrelevant information.
- d. Stylistic skill: the ability to manipulate sentence and paragraph and use language effectively
- e. Judgement skill: the ability to write in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organized and order relevant information.⁵

2. The Components of Writing

There are five significant in writing as follows:

- a. Content
- b. Organization
- c. Vocabulary
- d. Language Use

⁴Ilonaleki, *Academic Writing Second Edition, Exploring Process And Strategiest* (Cambridge University press: 1998).p.20.

⁵ J.B Heaton,*Writing English Language Test* (First Published, United States of America: Longman, 11975), p.135-138.

e. Mechanics

An analytical Rating scale for evaluating written language:

1. Content

Content is the thing written or spoken about in book, an article, a program, a speech, etc.

These are three things can be measured in content:

- a. The point of information to be brought
- b. The sequence in which the point is presented
- c. The formal signal

The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. There are least thing that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed.

2. Organization

In organization of writing concern with the way he writes arrange and organized the ideas or the message in the writing. The purpose of the organizing materials in writing involves coherence, order in importance, and general to specific, specific to general, chronological order of which happened from the beginning to the end.

a. Coherence

A coherence paragraph is one paragraph that the ideas are put in the right order is never confused. Coherence means sticking together.

b. Order of importance

Order of importance is useful ways in arranging ideas for paragraph. Technically, a paragraph can be arranged in two ways beginning.

c. General to specific

General to specific is the most common type of paragraph order. This arrangement begins with topic sentences that make a general statement is followed by series of supporting sentence, which supply specific: details, example and details.

d. Specific to general

On the specific pattern, supporting that is more spesific follows the opening topic. The spesific to general pattern reverses this order. It presents series of the individual, spesific facts, details, impression or observation an ends with a generalization or conclusion.

e. Chronological order

A chronolical order or step arrangement of ideas by time order or ocurences. Chronological is the arrangement of details or events according to the time.

In paragraph organized chronologically, events and details are arranged in the order in which they ocured, usually moving from the first or earliest to last or latest. Not all paragraph arranged chronologically tell stories. Some give direction or explain a process; other summarize history events, and till other reports and the steps

or action taken by an individual or organization, nevertheless, they all share an underlying similarity; to present their ideas in the order in which they happened.

3. Vocabulary

The effective of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

4. Language Use

Language use in writing description and other from writing involves correct languages and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than litter separate items of language for function. And also grammar can help students improve the use of formal language.

5. Mechanics

There are two parts of mechanic in writing, namely function and capitalization. Function is important as the way to clarify meaning. In English writing capital letter have to participation first they used to distinguish between particular and things second, it used adjective, act. This aspect is very important since it leads reader to understand or recognize immediately what the writer means to express definitely.⁶

⁶J.B. Heaton, *Writing English Language Test* (New York Language,1998), p.148.

3. Kinds of Writing

Kinds of writing are follows:

- a. Expository Writing- where the writing serves to explain, inform
- b. Descriptive Writing

Descriptive essays have text which describe traits and characteristics of people, objects, events, feelings, etc in intricate detail. Whatever is being described will be thoroughly examined. For example if you want to describe roses, you will explain: 1) where they come from, 2) what they look like, 3) what colors they are, 4) how they grow and smell.

- c. Narrative writing- tells a story
- d. Persuasive Writing- arguing for or against an issue
- e. Argumentative writing

In argumentative essay the writer is trying to convince the reader by demonstrating the truth or falsity of a topic. The writer's position will be backed up with certain kinds of evidence, like statistics or opinions of experts. The writer is not just giving an opinion, but making an argument for or against something and supporting that argument with data.

There are three kinds of writing as follows:

a. Personal styles

All writing has same style, even if the author is not thinking about the style. It is important to understand that style reflects meaning. For instance, if writer wants to express a torrent of euphoria, he might write in a style overflowing with expressive

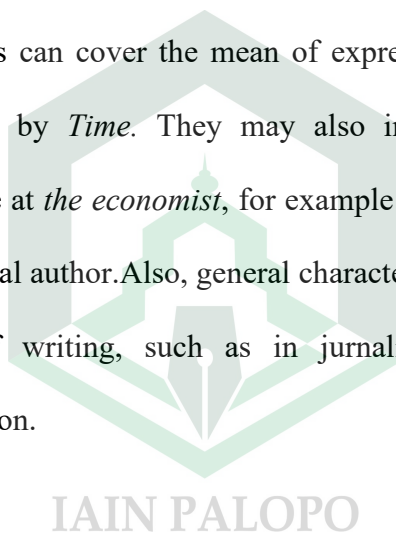
modifiers. Some writers use styles that are very specific, for example in pursuit of an artistic effect. Stylistic rule-breaking is exemplified by the poet E. E Cummings, whose writing consist mainly of only lower case letters, and often uses unconventional typography, spacing and punctuation.

b. Proprietary styles

Many large publicaton define a house style to be used throughout the publication, a practice almost universal among newspaper and well known magazines. These styles can cover the mean of expression and sentence structures, such as those adopted by *Time*. They may also include features peculiar to a publication; the practice at *the economist*, for example is the articles which are rarely attributed to an individual author. Also, general characteristic have been prescribed for different categories of writing, such as in jurnalism, the use of SI unit or questionnaire construction.

c. Academic styles

University students, especially graduate students, are encouraged to write papers in an approved styles. This practice promotes readability and ensures that references to cited works are noted in uniform way. Typically, students are encouraged to see a style commonly adopted by journals publishing articles in the field of studies. The list of style manuals & Guides, from the university of Memphis Libraries, includes thirty academic styles manuals that are currently in print and

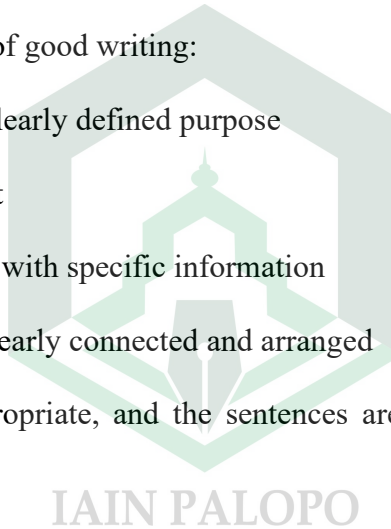


twelve that are available online. Citation of referenced works is a key element in academic style.⁷

4. The Principles of Good Writing

Experiences in school leave some people with the impression that good writing simply means writing which contains no mistakes. That is no errors of grammar, punctuation, or spelling. In fact, good writing is more than just correct writing, it is which responds to the interests and need of our readers. Briefly, here is the basic characteristic of good writing:

- a. Good writing has a clearly defined purpose
- b. It makes a clear point
- c. It supports that point with specific information
- d. The information is clearly connected and arranged
- e. The words are appropriate, and the sentences are clear, concise, emphatic and correct.⁸



5. The Purpose of Writing

- a. Primarily for action publics sign

Road and situations: Product and instructions, en on foot, tads or toys purchased: recipes, map, television an radio guides bills menu, telephone directory,

⁷Dr. John Shindler, *Writing Style*.<http://calsatela.edu/faculty/jshindl/plsi/writing.html>. Online on September 20th, 2012

⁸Sriwati M. Husain, *Improving Students' Writing Ability Through Describing an Object at The Tenth Class of MAN Palopo*, p.9-10.

ballot papers, computer manuals, monitors and prints outs for social contact personal correspondence: Letters, postcards, greeting cards.

b. Primarily for information

Newspaper and current affairs magazines, hobby magazines: non fiction books, text book: public notice: advertisements: political phamlets; scholastic etc. Report guide books and travel literature.

c. Primarily for entertainment

Light magazine, comic strips: fiction books: poetry and drama: newspaper features: fill subtitle: game, including computer games, this different purposes for language will be reflected in the text through which the functions are realized: letters have different characteristic from newspaper editorial, which have different characteristic from poem, and so on. As we have seen these differences exist within sentence at the level of grammar and beyond the sentence at level of text structure.

C. Concept of Descriptive Paragraph

A descriptive paragraph colorfully describes a person, place or thing. It allows you to imagine the way a person felt, heard or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance. Additionally, a descriptive paragraph gives readers a vivid image of a person, place or thing. This type of paragraph uses multiple sentences to convey a single clear image of a person, place or thing.⁹Descriptive paragraphs include details that appeal to the

⁹http://www.ehow.com/info_8743062_descriptive-paragraph.html. Accessed on june 23rd, 2013

five senses: sight, taste, touch, smell, and hearing. In a descriptive paragraph, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader.

1. Definition

A group of sentences that cover a single topic is a paragraph. However, a descriptive paragraph will describe a particular situation. For example, a descriptive paragraph explains how a person looks or how a person may behave. This type of paragraph also can explain the way a place or object appears, behaves and the surrounding environment.

2. Types of Descriptions of Paragraph

You can describe anything in a descriptive paragraph. You can write descriptively in different approaches. A subjective description allows you to provide a personal account and can evoke emotions. An objective description usually uses neutral words, since they do not evoke emotions; this type of description generally provides information without adding feelings.

3. The Five Senses of Descriptive Paragraph

When writing a descriptive paragraph try to use your five senses. Convey to your reader how something looks, feels, tastes, sounds and smells. For example, you may explain to your reader how your topic feels with words such as soft, rough or smooth. Words that can describe food may taste include salty, sweet, bitter or bland. Examples of words that can convey the manner an object smells may include rosy, fruity or burnt.

4. Use Transitional Words

Connect your sentences in a descriptive paragraph with transitional words. This type of word allows you the ability organize and link your elements of the paragraph together. This also signals that the details in the paragraph proceed in a logical order. Examples of transitional words may include first, second, last or next.¹⁰

Sample Descriptive Paragraph About a Feeling

“Judith watched as Kenneth, the man she had been in love with for what seemed like years, slowly and affectionately intertwined his long, slender fingers with the petite fingers of another girl's hand. Judith closed her eyes to block out the image, but the scent of coffee—rich, bold, and bitter—still lingered in the air, and the knowledge that it was his coffee was enough to make the inside of her mouth taste and feel like cotton. Kenneth and the other girl remained silent, but the silence spoke volumes about how intimate the moment between them was. A large, painful lump was beginning to form inside of Judith's throat, making it hard to breathe, and she felt as though she might suffocate if she did not flee from the room. Her legs were frozen, however, and would not budge, leaving her with the faintest hope that perhaps the rest of her would soon become just as numb.”¹¹

Sample Descriptive Paragraph About an Object

“Trisha stirred the large stock pot of stew, watching as flashes of bright orange carrot and stark white potato danced around, occasionally peeking through the thick brown liquid as it bubbled and steamed. The stew had a strong, spicy scent, and when she ventured a taste, Trisha was immediately struck by a slap of red cayenne pepper and a bold tanginess that reminded her of the sauce served at her favorite steakhouse. The stew was hot on her tongue, and even the small amount she had taken was enough to warm her throat as it slid down. As she leaned forward, the steam made her face equally warm, and the soft sound

¹⁰Kyla Cheele Cambrooke, ehow.contributor, <http://www.ehow.com/com/info-8743062-descriptif-paragraph.html>. Accessed on September 11th, 2013.

¹¹Carolyn Barrat. Write Descriptive Paragraph, <http://www.wikihow.com/sample/descriptive-Paragraph-about-a-feeling>. Accessed on September 11th, 2013.

of roiling bubbles tickled her ears. It wouldn't be long now until the dish was ready, and the thought made her stomach give a small grumble of anticipation.”¹²

Sample Fictional Character Description

“Agatha had a narrow, oblong face with angular cheekbones and a pointed chin. Her slit-like eyes were a clouded hazel, and her thinly plucked eyebrows were shaped into a deceptively perfect arch that followed the slight curve of her eye. A long nose hooked over continually pursed lips, which were painted a bright red in an unsuccessful effort to mask their natural thinness. Bleached blonde hair, made thin from too many years of hair dye, hung straight down into an angular cut at her jaw. The sharp features of Agatha's face were merely a reflection of her entire body structure, and everything—from her skeletal arms to her paper-thin waste—screamed of unnatural skinniness. She walked in long strides, her shoulders back and face held forward, wearing tall stiletto heels and a bold leopard-print mini-dress.”¹³

How to write Descriptive Paragraph

a. Start with what the reader can see. Since sight is the most helpful sense, any good descriptive paragraph must first discuss what the writer wants the reader to visualize. Using strong adjectives to illustrate your scene, moment, experience or item to the reader will help provide a visual picture in your reader's mind.

b. Describe smells and tastes. Think about how you can describe the topic, scene, or moment to the reader in terms of how it smells and tastes. The best descriptive paragraphs use a whole slew of adjectives that make the reader feel as if they were actually experiencing the thing you're describing, and not just reading about it.

¹²Carolyn Barrat, *Write Descriptive Paragraph*, <http://www.wikihow.com/Sample/Descriptive-Paragraph-About-an-Object>. Accessed on September 11th, 2013.

¹³Carolyn Barrat, *Write Descriptive Paragraph*, <http://www.Wikihow.com/Sample/Fictional-character-Description>. Accessed on September 11th, 2013.

Include a sentence or two about how your topic smells and use a few poignant adjectives to relay the smell of it to the reader. "It tastes good" is not going to provide a specific experience for your reader. However, "It tastes like Grandma's apple pie when it's fresh and still bubbling around the edges - crunchy, flavorful and sweet" helps describe the distinct flavor of your item. Smell and taste should provide the most helpful descriptions about your item, so try to make these most effective.

c. Say how the moment or item feels. As you continue writing your paragraph, write a sentence or two about how the experience feels. What does it remind you of as you imagine yourself running your hand along its surface, or the tingling feeling you feel run down your back? How are you reacting to the moment? Again, use descriptive adjectives to describe how the moment feels. Avoid using general statements like "it feels nice", which isn't descriptive at all. Opt for specific, definitive examples that relay the feeling of something to the reader.

d. Mention the sounds of the moment. What can you hear? Is there a deafening silence? If there is a buzzing sound, avoid simply saying "All of a sudden I heard a loud buzzing sound", rather "I jerked as all of the sudden I heard an indefinable buzzing sound, so loud I put my hands over my face and ears. I assumed it was the deafening fire alarm..." and the reader would be able to relate with the "fire alarm" description, as most people have experienced the startling noise of a fire alarm.

e. Include some other literary components. Using other effective writing techniques to top off your paragraph will make it all that more professional. If you

include all these elements in your paragraph, your reader will be able to fully experience and appreciate your writing.¹⁴

D. The Use of Media in Teaching English

1. Song

Song is short piece of music with words that you sing.¹⁵ Song is a short metrical composition intended or adapted for singing, especially one in rhymed stanzas or a musical piece adapted for singing or simulating a piece to be sung .

a. How to improve writing through song

Andrew picket created that the functional songs are:

1. to make students active subconscious long term memory in learning
2. drill rhythm and structure
3. Exchange grammar, vocabulary, pronunciation and more
4. Make learning English fun for learners. They create a relaxed atmosphere

and get learners motivated with enthusiasm for learning.¹⁶

2. Lyric

Lyrics (in singular form lyric) are a set of words that make up a song, usually consisting of verses and choruses. The writer of lyrics is a lyricist or lyrist. The meaning of lyrics can either be explicit or implicit. Some lyrics are abstract, almost

¹⁴ Carolyn Barratt. *Write Descriptive paragraph*. Online on: <http://www.wikihow.com/Write-a-Descriptive-Paragraph>. Accessed on: September 11th, 2013

¹⁵ *Oxford Learner's pocket dictionary*, (1th edition; New York: Oxford University, 2000), p. 423.

¹⁶ Unname, <http://www.wordnetweeb.princeton.edu/perl/webwn>. online on oktober 23rd, 2012

unintelligible and in such cases, their explication emphasizes form, articulation, meter and symmetry of expression. The lyricist of traditional musical forms such as Opera is known as a librettist.

Adeste Fideles

Latin: Ed. Carberry
Music: F. W. Motz

Lyric derives from the Greek word λυρικός *lyrikos*, meaning "singing to the lyre". A lyric is one that expresses a subjective, personal point of view. The word *lyric* came to be used for the "words of a song"; this meaning was recorded in 1876. The common plural (perhaps because of the association between the plurals *lyrics* and *words*), predominates contemporary usage. Use of the singular form lyric to refer to a song's complete set of words is grammatically acceptable. However, it is not considered acceptable to refer to a singular word in a song as a lyric.

a. Academic study of lyric

Lyrics can be studied from an academic perspective. For example, some lyrics can be considered a form of social commentary. Lyrics often contain political, social, and economic themes as well as aesthetic elements and so can communicate culturally significant messages. These messages can be explicit, or implied through metaphor or symbolism. Lyrics can also be analyzed with respect to the sense of unity (or lack of unity) it has with its supporting music. Analysis based on tonality

and contrast are particular examples. Former Oxford Professor of Poetry Christopher Ricks famously published *Dylan's Visions of Sin*, Ricks gives the caveat that to have studied the poetry of the lyrics in tandem with the music would have made for a much more complicated critical feat.

b. The importance of lyric

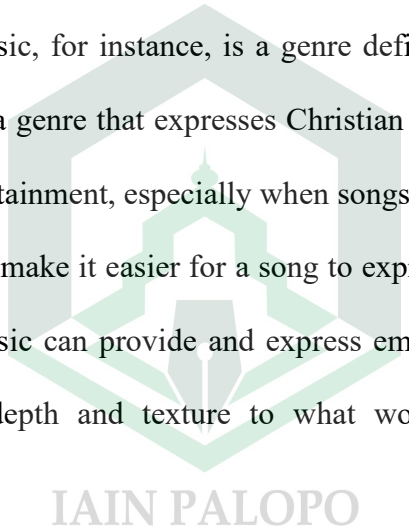
There are people who listen to music for the sake of the sound, considering the lyrics as an exterior, an addition, instead as an integral part of the creation. While you will not see a lot of people discussing this issue, this is probably a question that comes up every once in a while. The question is not as stupid as it sounds-many actually claim that lyrics do not serve any important function to a song. After all, a song is music; and while the sound would be different without the lyrics, the experience should not be any different.

Many people will say yes for several reasons. For one, many listeners of music find the appeal of songs in the lyrics and not in the music. This is because they find the song lyrics "relatable." By this, it means the listeners can connect with the song, perhaps because they have experienced the sentiments and narrative delivered by the lyrics. Lyrics as something relatable are usually applicable when the song lyrics are in the form of a narrative; or when the song lyrics tell a story, regardless if it is complete or incomplete. Of course, the lyrics of the song can be relatable even if it is not an all out narrative. As all as the lyrics provide sentiments, anyone can relate to it.

One factor why people say lyrics are not essential in songs is dance music. Dance music has lyrics, of course, but their function is not as important as the sound of the song itself. For instance, there have been a number of dance songs that have lyrics in the foreign language. The lyrics of dance songs are not exactly nonsensical, but it is not given primary importance.

Lyrics also aim to inspire. This is essential true in gospel music and country music. Here, the sound doesn't take a backseat although the lyrics are given more importance. Gospel music, for instance, is a genre defined by the lyrics of the song since it is described as a genre that expresses Christian beliefs. Of course, lyrics also provide additional entertainment, especially when songs are performed in karaoke.

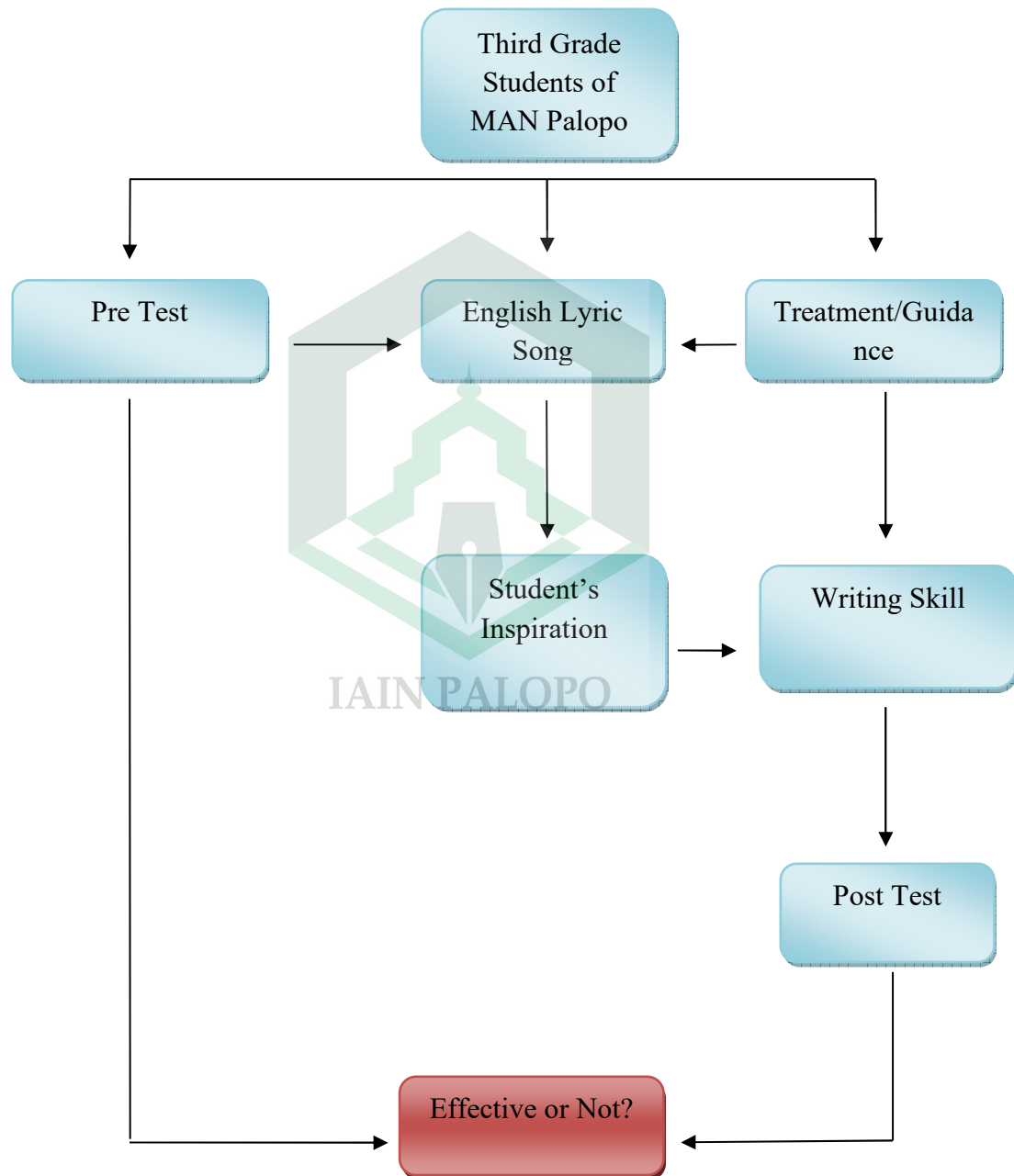
In short, lyrics make it easier for a song to express emotions and sentiments, feelings and intent. Music can provide and express emotions, but adding lyrics to a song definitely adds depth and texture to what would otherwise be plain and repetitive.¹⁷



¹⁷Unname, <http://www.articlesbase.com/art-and-entertainment-articles/the-importance-of-lyrics-in-a-song-1767268.htm>. Accessed on July 6th, 2013

E. Conceptual Framework

The conceptual framework of this research would be described in following diagram:



From the diagram above, the writer conducted research on students of MAN Palopo and focused on the writing skill by conducting pre-test at the first meeting, the treatments in four times meeting and in the last meeting the research gave the students post-test. After conducting the items above, the writer analyzed the students writing achievement. During teaching writing process in the classroom, students sometimes confused what should they write on the paper and how to arrange the sentences into a good paragraph based on the topic given.

The writer used English lyric song as media to write in English because it could be an alternation that could practice more students' writing skill. The activities above made students to feel comfortable and enjoyed during teaching and writing process and students got better motivation in writing skill (component, organization, vocabulary, grammar and mechanic). It closely related with Riska's thesis under title "The effectiveness of using English song in improving the students' ability in writing an essay at the second year students of SMAN 1 Bua Ponrang Kab. Luwu."¹⁸ This thesis research students writing through song. Song is popular media to help teacher in making their students understand in English.

¹⁸ Riska, *The Effectiveness of Using English Song in Improving the Students' Ability in Writing an Essay at the Second Year Students of SMAN 1 Bua Ponrang Kab. Luwu*, A Thesis S1(STAIN Palopo,)

F. Hypothesis

This hypothesis was temporary answer toward the result that be expected. Based on the expalanation at the chapter one, that was introduction. So the hypothesis was formulated as follow:

Null hypothesis(H_0): there was no significant difference for students after giving treatment in experimental class. Alternative hypothesis(H_a) there was significant difference for students after giving treatment in experimental class.¹⁹



¹⁹M. Subasna Sudrajat, *Statistik Pendidikan*, (Bandung: Pustaka Setia, 2005), P.. 173.

CHAPTER III

RESEARCH METHOD

This chapter describes about the research method, variable and operational, population and sample, procedure of collecting data and technique of data analysis

A. Method and Design

1. Method

This research employed pre-experimental method, which aimed at describing the skill of the third grade student of MAN Palopo Academic Years 2012/2013 in writing by using English Song lyric as media.

2. Design

This research involved one group of students with pre test, treatment and post test design.

The design of this research

Pattern O1 x O2

Where pattern : Experiment

O1 : Pre test

X : Treatment

O2 : Post test

B. Variable of The Research

In this research, the researcher classified two kinds of variables:

1. Dependent Variable was writing
2. Independent Variable was English Lyric Song

C. Operational Definition of Variables

English Song was the song which was played from mp3 and then the student listened to the song and paid attention to the lyric after that the students must rewrite song lyric by their language. Writing was the ability of the student to write the description of the song lyric by the students' own words.

D. Population and Sample

1. Population

The population of this research took the third grade students of MAN Palopo. The population was all IPA Class that consisted of 3 classes and each class consisted of 20 students. So the population are 60 students.

2. Sample

. The researcher used purposive sampling technique from the third grade students of MAN Palopo which consisted 1 class with 20 students . The researcher used average class to choose one class to be respondent in this research.

E. Instrumen of the Research

Test

The instrument which used in this research was songs lyric. The researcher gave English lyric song sheet to students and let the students to write the message of

song by understanding the lyric. The researcher choose the song that were familiar to the student, they were:

1. What Makes You Beautiful by One Direction,
2. Wish You Were Here by Avril Lavigne
3. Heal The World by Michael Jackson
4. Billionaire by Bruno Mars ft Travie Moccoy

F. Procedure of Analyzing Data

1. Giving Pre Test

The researcher gave the students pre test in the first meeting to know students' ability in writing, the pre test was: wrote the description about the topic that the researcher gave. The researcher prepared 3 topics and the students had to choose 1 topic.

2. Giving Treatment

In treatment these are several steps that the researcher did:

- a. Asked the students about the lyric that learned
- b. Explained to the students the importance of the lyric
- c. Gave the students the sheet of lyric
- d. Asked the students to read the lyric
- e. Let the students asked the difficult words
- f. Asked the students to write the descriptive paragraph

3. Giving Post Test

The researcher gave post test to the student to know their writing ability through English song lyric. Where the researcher asked the students to choose one topic that the researcher gave to write.

G. Technique of Analyzing Data

After collecting the data by conducting the pre test, treatment and post test by involving some instrument, the researcher then focused on the data analysis, therefore, there were some procedure that had been done by the researcher namely determining the scoring classification, looking for the main standard of deviation of significance. The procedures were explained as follow:

1. Scoring Clasification

In analyzing the data which had been collected, the researcher had to determine the scoring classification by including of content, organization, vocabulary, grammar, and mechanic. The assessment criteria explained by J.B Heaton as follow:

a. Content

NO	SCORE	CLASSIFICATION	Criteria
1	27-30	VERY GOOD	Clear, Focused, and interesting detail, complete, rich, well focus, main idea, stand out, secondary ideas do not usurp to much attention
2	15-26	GOOD	Clear the focused, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general.
3	12-14	FAIR	Lack of logical sequence and development ideas confusing or disconnected, lacking I purpose or theme.
4	9-11	POOR	Not fluent, does not communicated, information is very limited
5	5-8	VERY POOR	No organization, not enough to evaluate because no meaningful

b. Organization

To evaluate the score of the organization, the researcher used the following scale:

NO	SCORE	CLASSIFICATION	CRITERIA
1	18-20	VERY GOOD	Fluent expression, ideas clearly stated. Supporter logical sequencing, well organized means the order structure, or presentation is compelling and moves the reader through the text. Good introduction, good placememen of detail and strong conclusion.
2	15-17	GOOD	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3	12-14	FAIR	Lack logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail.
4	9-11	POOR	No communicated, transition are very weak,leaving. Connection between ideas

			fuzzy, incomplete or bewildering.
5	5-8	VERY POOR	No organization, not enough to evaluate, confusing sender.

c. Vocabulary

NO.	SCORE	CLASSIFICATION	CRITERIA
1	18-20	VERY GOOD	Effective words, choice and the usage, specific and accurate.
2	15-17	GOOD	Adequate range occasional error of word/ idiom, choice and usage. the language communication but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision
3	12-14	FAIR	The writer struggle with eliminated vocabulary, grouping for words.
4	9-11	POOR	Many errors of words/ idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, often words simply do not feat the text: verb are weak

			and view in number: is, are, was, were and dominated.
5	5-8	VERY POOR	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

d. Grammar

NO.	SCORE	CLASSIFICATION	CRITERIA
1	23-25	VERY GOOD	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition.
2	20-22	GOOD	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and preposition but meaning seldom of cored.
3	16-19	FAIR	Major problem in simple construction, frequent errors of negative, agreement, tense, word, order/function, pronouns, preposition and fragment. Does not communication

60-69	classified as fair
50-59	classified as poor
0-49	classified as very poor ¹

1. Looking for D (different) between score variable I (X) pre-test and score variable II (Y) post test:

$$D = X - Y$$

2. Looking for mean from difference, by using the following formula:

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

3. Looking for total deviation difference:

$$\sum X^2 = \sum X^2 - \frac{(\sum d)^2}{N}$$

4. Looking for “ t_{test} ” by using the following formula.

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

¹J.B Heaton, *Writing English text*, (New York : Logman. 1998),.p.146

5. Looking for t_{table} by using the following formula:

$$(df) = N - 1$$

6. Standard signification (α)=0,05

$$t_{table} = t_{(1-\frac{1}{2}\alpha)(df)}$$

Criteria hypothesis of acceptability:

- a. $t_{test} \geq t_{table} =$ Reject null hypothesis
- b. $t_{test} < t_{table} =$ Receive null hypothesis.²

2. Perception

In the last meeting the researcher gave the inquiry to students, to know whether this research have implication for students'.

²Subana, *statistic pendidikan*, (Bandusng: CV. Pustaka Setia,2001),.p.172

CHAPTER IV
FINDINGS AND DISCUSSION

A. Finding

This chapter deals with findings and discussion of the research. The findings inform the data during researching that collected by the researcher and the discussion is the answer for the problem statement and deals with the details of the interpretation of findings. The students' score of pre test and post test are classified into some criteria and the percentage. The students' scores of pre test and post test are presented as follows:

1. Pre Test

a. Content

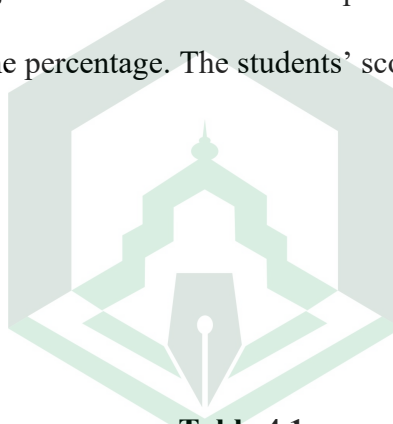


Table 4.1
The criteria and percentage of the students' content pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	-	0%
2	Good	15-26	-	0%
3	Fair	12-14	11	55%
4	Poor	9-11	7	35%
5	Very Poor	5-6	2	10%
	Total		20	100%

Based on the table above (table 4.1) indicated that the criteria and percentage of the students' content in pre test shown that there was not student (0%) got "very good" and "good" score , 11 students (55%) got "fair" score , 7 students (35%) got "poor" scores and 2 students (10%) got "very poor" score. It means that most of the students still had low ability in their writing. In this case, one of component in writing called content has highest score in "fair". The students are Lack of logical sequence and development ideas is confusing. The students can not understand to write many description about their idea.

b. Organization

Table 4.2
The criteria and percentage of the students' organization in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0%
2	Good	15-17	1	5%
3	Fair	12-14	10	50%
4	Poor	9-11	6	30%
5	Very Poor	5-8	3	15%
	Total		20	100%

Based on the table above (table 4.2) indicated that the criteria and percentage of the students' organization in the pre test there was not student got "very good".

There was 1 student (5%) got “good score”. 10 students (50%) got “fair” score, 6 students (30%) got “poor” score and 3 students (15%) got “very poor” score. By seeing the data above, the students had low ability in organization, Lack logical sequencing and the development not fluent. Also, the writing lacks direction, with ideas, detail. This component is higher than the content score because in this organization score, 1 student can get “good” score.

c. Vocabulary

Table 4.3
The criteria and percentage of the students’ vocabulary in Pre Test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	0%
2	Good	20-22	2	10%
3	Fair	16-19	8	40%
4	Poor	9-15	8	40%
5	Very Poor	5-8	2	10%
	Total		20	100%

Table 4.4 showed that the criteria and percentage of the students’ vocabulary in the pre test, there was no student (0%) got “very good”, 2 students (10%) got “good” score, 8 students (40%) got “fair”, 8 students (40%) got “poor” score and there were 2 students (10%) got “very poor” in vocabulary. It means the students

have less vocabulary to write what the students think about the topic. The students have limited vocabulary to use in writing related the topic. Many errors of words/ idiom, choice and usage. Language is so vague and abstract, so redundant, often words simply do not feat the text: verb are weak.

d. Grammar

Table 4.4
The criteria and percentage of the students' grammar in Pre Test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	1	5%
2	Good	15-17	8	40%
3	Fair	12-14	6	30%
4	Poor	9-11	5	25%
5	Very Poor	5-8	-	0%
	Total		20	100%

Table 4.3 showed that the criteria and percentage of the students' grammar in the pre test, there was 1 student (5%) got "very good" score, 8 students (40%) got "good" score, 6 students (30%) got "fair" score, 5 students (25%) got "poor" score and there was not student got "very poor" score in grammar. It means the students' ability in grammar still low. Whereas, grammar is important component to know in English and show the time of the accident happened. In this pre test, the students get

difficult in using “to be” and several errors of tense, word error, function, pronouns, and preposition.

e. Mechanic

Table 4.5
The criteria and percentage of the students’ mechanic in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0%
2	Good	4	1	5%
3	Fair	3	7	35%
4	Poor	2	10	50%
5	Very Poor	1	2	10%
	Total		20	100%

Table 4.5 showed that the criteria and percentage of the students’ mechanic in the pre test there was not student (0%) got “very good”, 1 student (5%) got “good” score, 7 students (35%) got “fair”, 10 students (50%) got “poor” score and there were 2 students (10%) got “very poor” in mechanic. It means the students’ mechanic is still less and need to be developed. The students are wrong in putting punctuation. Also, the students still put capital letter in many words. Many errors of spelling, functions and paragraphing.

The complete students' score of content, organization, vocabulary, grammar and mechanic in Pre Test

Table 4.6
Students' score of content, organization, vocabulary, grammar and mechanic in Pre Test

Subj ect	Content	Organizati on	Vocabula ry	Gramma r	Mechani c	Total(X 1)
R1	11	13	17	16	3	60
R2	16	10	15	13	2	56
R3	12	12	10	11	2	47
R4	9	9	16	12	2	48
R5	11	12	14	10	2	49
R6	18	11	8	16	2	55
R7	13	12	9	12	2	48
R8	17	11	17	16	3	64
R9	6	8	8	10	1	33
R10	6	8	9	10	1	34
R11	20	13	16	17	3	69
R12	12	10	15	14	2	53
R13	18	11	10	11	2	52
R14	16	14	16	12	2	60
R15	23	16	20	17	4	80

R16	18	8	14	16	2	58
R17	20	12	19	16	3	70
R18	19	13	18	16	3	69
R19	12	12	16	12	3	55
R20	12	12	20	17	3	64
	284	239	287	274	45	1124

The table above shows all students' score in writing components. The students were lack of vocabulary and unfocus to write related topic. It was hard to devide that the organization was good because most of students just wrote sentence not paragraph. The language use included structure and grammar were not good enough because most of students did not use right "to be".

1. Mean score of content

$$X = \frac{\Sigma X}{N} = \frac{351}{20}$$

$$= 17,55$$

2. Mean score of organization

$$X = \frac{\Sigma X}{N} = \frac{239}{20}$$

$$= 11,95$$

3. Mean score vocabulary

$$X = \frac{\Sigma X}{N} = \frac{287}{20}$$

$$= 14,35$$

4. Mean score of grammar

$$X = \frac{\Sigma X}{N} = \frac{274}{20}$$

$$= 13,7$$

5. Mean score of mechanic

$$X = \frac{\Sigma X}{N} = \frac{45}{20}$$

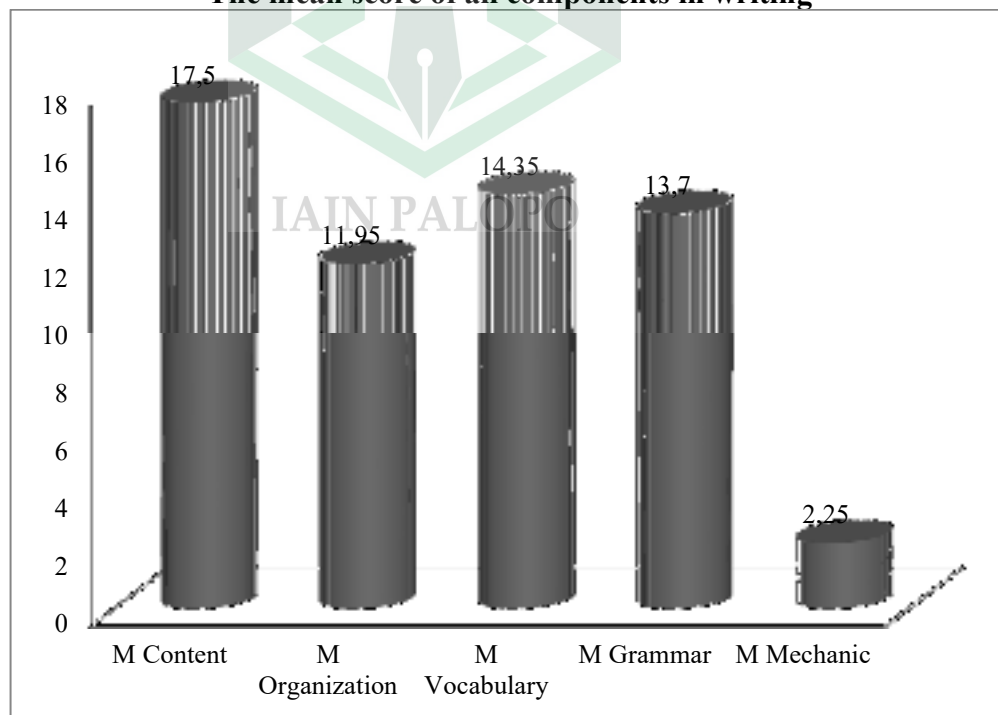
$$= 2,25$$

6. The mean score of all component in pre test

$$X = \frac{\Sigma X}{N} = \frac{1124}{20}$$

$$= 56,2$$

Chart 4.1
The mean score of all components in writing



The students' mean score above showed all students ability in writing. The number of charts were low, the students unfamiliar with writing by giving topic because the students just finishing task in text book.

Table 4.7
The Criteria and Percentage of The Students' Pre Test

No	Clasification	Score	Frequency	Percentage
1	Very Good	91-100	-	0%
2	Good	70-90	2	10%
3	Fair	60-69	6	30%
4	Poor	50-59	6	30%
5	Very Poor	0-49	6	30%
	Total		20	100%

Table 4.7 indicated that the criteria and percentage of the students' score in pre test, where there was not students got "very good" score, 2 students (10%) got "good" score, 6 students (30%) got "Fair" score, 6 students (30%) got "poor" score and 6 other students (30%) got "very Poor" score. It means writing by giving topic is unfamiliar for the students.

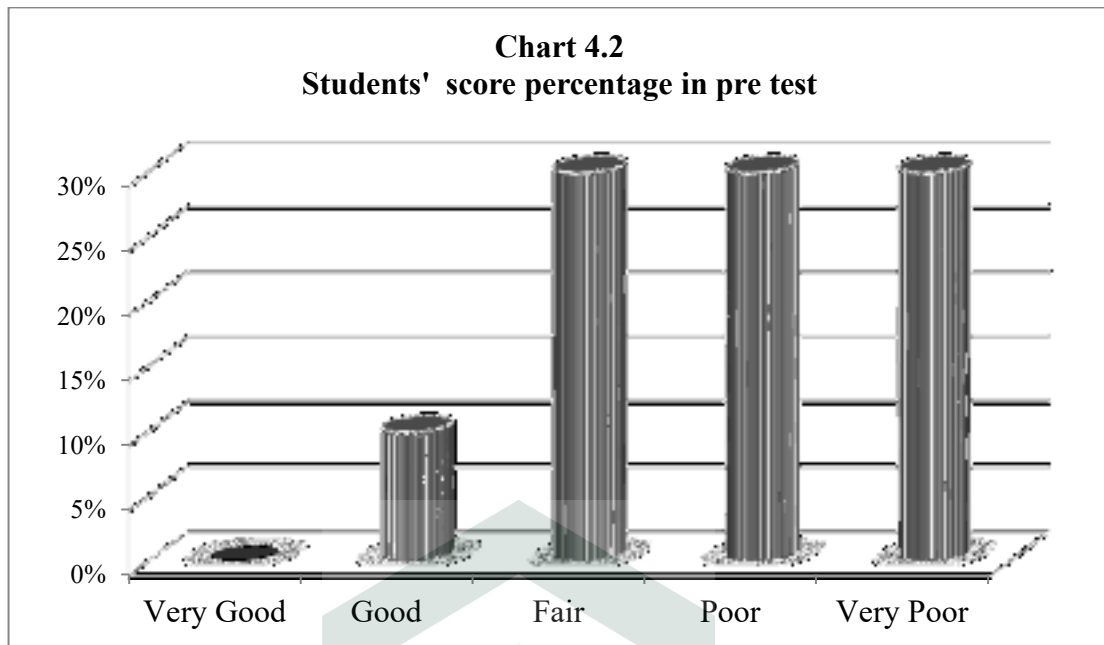


Chart 4.2 showed all percentage that the students got in pre test. The students felt difficult to write because it was the first time for the students to write by the topic.

7. Post Test

a. Content

IAIN PALOPO

Table 4.8
The criteria and percentage of the students's content in Post Test

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	3	15%
2	Good	15-26	7	35%
3	Fair	12-14	10	50%
4	Poor	9-11	-	0%

5	Very Poor	5-8	-	0%
	Total			100%

The table above (table 4.8) indicated that the criteria and percentage of the students' content in post test shown that there were 3 students (15%) got "very good". 7 students (35%) got "good" score, 10 students (50%) got "fair" score and there was not student got "poor" and "very poor" scores. It means, the students' ability in writing descriptive paragraph in the post test is better than in the pre test.

b. Organization

Table 4.9
The criteria and percentage of the students' organization in Post Test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	3	15%
2	Good	15-17	11	55%
3	Fair	12-14	6	30%
4	Poor	9-11	-	0%
5	Very Poor	5-8	-	0%
	Total			100%

Based on the table above (table 4.9) indicated that the criteria and percentage of the students' organization in the post test there were 3 students got "very good" score, 11 students (55%) got "good" score, 6 students (30%) got "fair" score and there was not student got "poor" and "very poor" score. It shows the students can write the paragraph from general to specific and from specific to general. Also, the students show their interest in writing descriptive paragraph.

c. Vocabulary

Table 4.10
The criteria and percentage of the students' vocabulary in Post Test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	3	15%
2	Good	20-22	3	15%
3	Fair	16-19	10	50%
4	Poor	9-15	4	20%
5	Very Poor	5-8	-	0%
	Total			100%

Table 4.11 showed that the criteria and percentage of the students' vocabulary in the post test there were 3 students (15%) got "very good", 3 students (15%) got "good" score, 10 students (50%) got "fair", 4 students (20%) got "poor" score and there was not student (0%) got "very poor" in vocabulary. It means the students'

ability in writing especially for the vocabulary are better than in the pre test. The students' vocabularies are not limited in describing topic.

d. Grammar

Table 4.11
The criteria and percentage of the students' grammar in Post Test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	3	15%
2	Good	15-17	11	55%
3	Fair	12-14	6	30%
4	Poor	9-11	-	0%
5	Very Poor	5-8	-	0%
	Total			100%

Table 4.10 showed that the criteria and percentage of the students' grammar in the post test there was 3 students (15%) got "very good" score, 11 students (55%) got "good" score, 6 students (30%) got "fair" score, and there was not student got "poor" and "very poor" scores. It means that there is different score between pre test and post test, the score in post test is bigger than in the pre test.

e. Mechanic

Table 4.12
The criteria and percentage of students' grammar in Post Test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0%
2	Good	4	3	15%
3	Fair	3	15	75%
4	Poor	2	2	10%
5	Very Poor	1	-	0%
	Total			100%

Table 4.12 showed that the criteria and percentage of the students' mechanic in the post test there was not (0%) student got "very good", 3 students (15%) got "good" score, 15 students (75%) got "fair" score, 2 students (10%) got "poor" score and there was not student (0%) got "very poor" in mechanic. It means the students' mechanic has developed in this post test.

The complete students' score of content, organization, vocabulary, grammar and mechanic in Post Test are percentage as follows:

Table 4.13
Students scores of content, organization, vocabulary, grammar and mechanic in Post Test

Subjec t	Conten t	Organizatio n	Vocabular y	Gramma r	Mech3ani c	Total(X₂)
R1	14	14	15	16	3	62
R2	14	15	19	15	3	66
R3	20	16	19	17	3	75
R4	14	14	14	15	3	60
R5	16	14	16	14	2	62
R6	14	13	17	14	3	61
R7	14	14	14	13	2	57
R8	14	14	17	16	3	64
R9	14	15	16	14	3	62
R10	14	15	16	14	3	62
R11	16	16	19	14	3	70
R12	20	17	20	17	4	78
R13	14	14	14	16	3	61
R14	20	16	16	17	3	72
R15	26	17	23	18	4	88

R16	14	14	17	16	3	64
R17	27	17	20	17	3	84
R18	26	16	20	17	3	82
R19	28	19	23	19	4	93
R20	27	18	23	19	4	91
	366	308	358	318	62	1414

The table 4.13 showed students' score in all writing component. In mechanic, most of students had been focus in describing the topic into descriptive paragraph.. the students wrote in good organization than in pre test. Also, grammar that the students use is better.

1. Mean score of content

$$X = \frac{\Sigma X}{N} = \frac{366}{20}$$

$$= 18,3$$

2. Mean score of organization

$$X = \frac{\Sigma X}{N} = \frac{308}{20}$$

$$= 15,4$$

3. Mean score vocabulary

$$X = \frac{\Sigma X}{N} = \frac{358}{20}$$

$$= 17,9$$

4. Mean score of grammar

$$X = \frac{\Sigma X}{N} = \frac{318}{20}$$

$$= 15,9$$

5. Mean score of mechanic

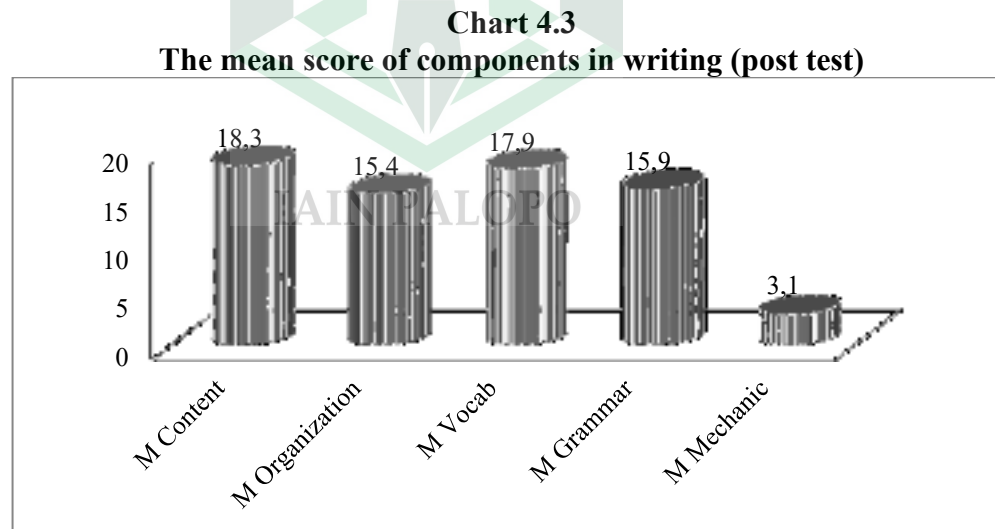
$$X = \frac{\Sigma X}{N} = \frac{62}{20}$$

$$= 3,1$$

6. The mean score of all component in pos test

$$X = \frac{\Sigma X}{N} = \frac{1414}{20}$$

$$= 70,7$$



From the chart above the researcher took conclusion about the writing score in pre test, where the total score in content was 366, organization was 308, vocabulary was 318, grammar was 358 and the mechanic was 62. It means the mean

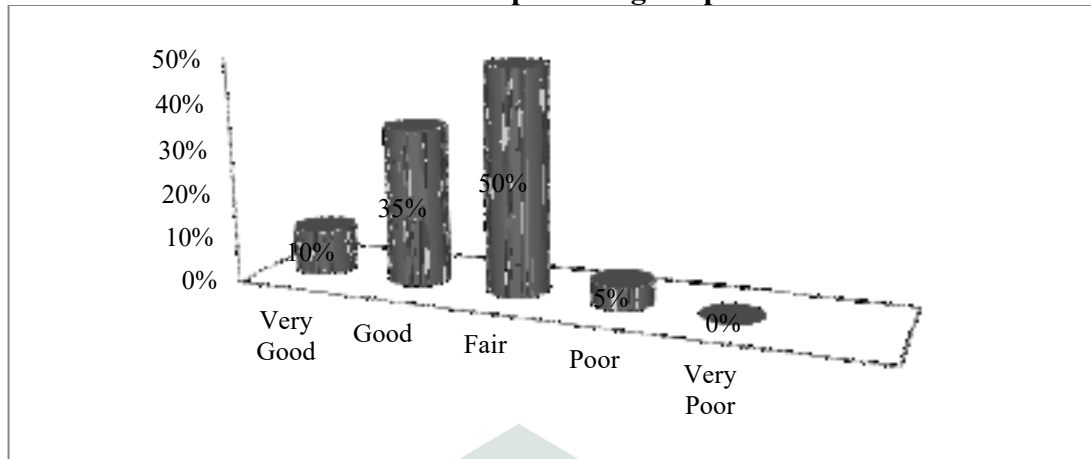
score in post test is bigger than pre test. By this chart, the data gives analysis that the students ability in writing descriptive paragraph has developed.

Table 4.14
The criteria and percentage of the students' post test

No	Clasification	Score	Frequency	Percentage
1	Very Good	91-100	2	10%
2	Good	70-90	7	35%
3	Fair	60-69	10	50%
4	Poor	50-59	1	5%
5	Very Poor	0-49	-	0%
			20	100%

Table 4.14 indicated that the criteria and percentage of the students' score in pre test, where there was 2 students (10%) got "very good" score, 7 students (35%) got "good" score, 10 students (50%) got "fair" score and 5 students (25%) got "Poor" and there was not student got "very Poor" . It means students' ability in writing is better than before.

Chart 4.4
Students' score percentage in post test



The chart above showed the percentage of students' score that had developed in post test. It meant that English lyric song can be used as media in developing students' writing skill.

f. Looking for gain (d) between Pre Test and Post Test

Table 4.15
Gain (d) between Pre Test and Post Test

Subject	Pre Test(X_1)	Post Test(X_2)	Gain (d) (X_1-X_2)
1	60	62	+ 2
2	56	66	+ 10
3	47	75	+ 28
4	48	60	+ 12
5	49	62	+ 11
6	55	61	+ 6
7	48	57	+ 9

8	64	64	0
9	33	62	+ 29
10	34	62	+ 28
11	69	70	+ 2
12	53	78	+ 25
13	52	61	+ 9
14	60	72	+ 12
15	80	88	+ 18
16	58	64	+ 12
17	70	84	+ 14
18	69	82	+ 11
19	55	93	+ 38
20	64	91	+ 27
	X1= 1124	X2= 1414	Σd= 303
	X1= 56,2	X2 = 70,7	

Table 4.15 above showed that the total number of sample(N) was sum of score in pre test(X_1) was 1.124, the mean score (X) in pre test was 56,2. The sum of the score in post test (X_2) was 1414 with the mean score was 70,7. The sum gain score between pre test and post test (Σd) in this researching was 303.

The minimum gain of the students was 0, it meant that there was not development in students, content, organization, vocabulary, grammar and mechanic. The total number of student who gets minimum gain was 1 student (5%). The gain which range from +2 up to +38. It showed there was significant development in content, organization, vocabulary, grammar and mechanic. The total students whose content, organization, vocabulary, grammar and mechanic were developed was 19 (95%).

To know whether there was significance development in students' content, organization, vocabulary, grammar and mechanic or not, the researcher calculated the mean score in pre test (X_1) and post test (X_2). The difference meant between pre test and post test (Md), deviation each subject (Xd) and the result of the test. The mean score of the pre test (X_1) and post tes (X_2) as follows:

$$X_1 = \frac{\sum X_1}{N} = \frac{1124}{20}$$

$$X_1 = 56,2$$

$$X_2 = \frac{\sum X_2}{N} = \frac{1414}{20}$$

$$= 70,7$$

The difference means between pre test and post test :

$$Md = \frac{\sum d}{N} = \frac{303}{20}$$

$$= 15,15$$

g. Looking for deviation standard for each subject (X_d) and squared deviation (X^2d)

Table 4.16

Subject	Gain	$X_d(d-M_d)$	X_d^{2b}
R1	+ 2	-13,15	172,9225
R2	+ 10	-5,15	26,5225
R3	+ 28	+12,85	165,1225
R4	+ 12	-3,15	9,9225
R5	+ 11	-4,15	17,2225
R6	+ 6	-9,15	83,7225
R7	+ 9	-6,15	37,8225
R8	0	-15,15	229,5225
R9	+ 29	+13,85	191,8225
R10	+ 28	-12,85	165,1225
R11	+ 2	-13,15	172,9225
R12	+ 25	+ 9,85	97,0225
R13	+ 9	-6,15	37,8225
R14	+ 12	- 3,15	9,9225
R15	+ 18	+2,85	8,1225
R16	+ 12	-3,15	9,9225
R17	+ 14	-1,15	1,3225

R18	+ 11	-4,15	17,2225
R19	+ 38	+22,85	522,1225
R2	+ 27	+11,85	140,4225
N= 20	Σd= 303		ΣX²d=2116,55

h. The result of the test significance of students' writing skill process

by using “t” test as follows:

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

Difference means between pre test and post test (Md)_n = 15,15, squared deviation (ΣXd²) = 2116,55, total subject (N) = 20

$$t = \frac{15,15}{\sqrt{\frac{2116,55}{20(20-1)}}$$

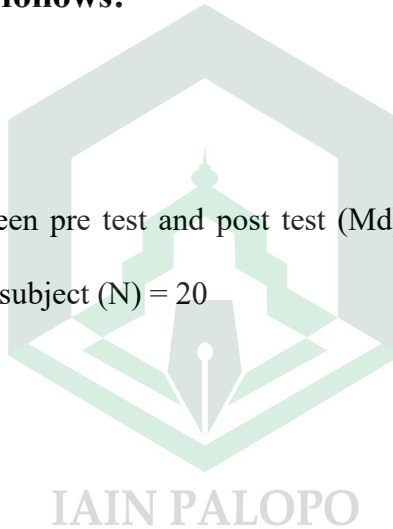
$$t = \frac{15,15}{\sqrt{\frac{2116,55}{20(19)}}$$

$$t = \frac{15,15}{\sqrt{\frac{2116,55}{380}}$$

$$t = \frac{15,15}{\sqrt{5,57}}$$

$$t = \frac{15,15}{2,3600848}$$

$$t = 6,419$$



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From all of data analysis above, the data showed many kinds of students' score in writing. The means score of students' writing skill in pre test (X_1) is 1124 and the mean score of students writing skill in post test (X_2) was 1414. It could be seen that the mean score of students was developed. The post test mean score was better than in pre test. The developing score was in continuation of t_{table} . The researcher used the level significance or standard significance (α) = 0,05 to find out the acceptability hypothesis. The degree of freedom (df) = N-1. The result of t_{test} = 6,76 would be analyzed by testing criteria "t" table (t_{table}) as follows:

Testing "t" table (t_{table})

Standard significance (α) = 0,05

Degree of freedom (df) = N-1

= 20-1

= 19

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t_{test} = 6,419

t_{table} = $t(1 - \frac{1}{2}\alpha)(df)$

= $t(1 - \frac{1}{2} 0,05) (19)$

= $t(1 - 0,025) (19)$

= $t(0,975) (19)$

T_{table} = 2,093

The analysis above showed that t_{test} (6,419) was bigger than t_{table} (2,093) when t_{test} was bigger than t_{table} ($t_{test} > t_{table}$) the students' writing skill was developed.

Table 4.17
Mean Score

Type of test	Mean score
Pre Test	56,2
Post Test	70,7

Table 4.18
Result of "t" test

Type of Test	Score
T_{test}	6,419
T_{table}	2,093

The table 4.17 showed that the mean score of the post test was higher than mean score of pre test ($70,7 > 56,2$). Table 4.18 showed that the result of t_{test} was bigger than the result of t_{table} ($6,419 > 2,093$). The data indicated that the students' writing skill in MAN Palopo at the third grade students is developed.

In order to know whether the pre test and post test significantly differences, the researcher used t_{test} analysis. The result of t_{test} is 6,76. To find out the degree of freedom (df) the research used the following formula:

$$df = N - 1$$

$$= 20 - 1 = 19$$

For the level significance(α) = 0,05 and (df) = 19 then the value of t_{table} = 2,093. Thus the t_{test} was bigger than t_{table} (6,419>2,093). It meant that there was significant difference between post test and pre test of the students' writing skill before and after using parallel writing technique. In other word parallel writing was effective in developing students' writing skill.

Criteria of hypothesis acceptability

$t_{test} \geq t_{table}$ = Reject null hypothesis

$t_{test} < t_{table}$ = Receive null hypothesis

As the researcher shown that $t_{test} = 6,419 < t_{table} = 2,093$, by seeing this data the researcher concluded that the null hypothesis was rejected while alternative hypothesis was receive. It meant that the use of parallel writing technique in developing students' writing skill at the third grade students of MAN palopo in 2013/2014 academic year was effective.

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B. Discussion

This research have two test, Pre test and pos test to know the students' developing in writing skill.

1. Pre Test

In this pre test, students asked by researcher to write descriptive paragraph by giving 3 topic to choose (the effect of TV, the phenomenon of facebook and the use of handphone). Before start to write, the researcher asked the students to describe the

topic that has been chosen by students. The sentences which were written had to have relation with the topic. And the analysis for this writing test, the students looked difficult in finding suitable words related the topic because the students just had limited vocabulary. It was the main problem, because without vocabulary the students were difficult in making sentences. In this pre test, the researcher gave student chance to ask the difficult words. The organization for this test was low, because most of the students just write sentence not paragraph. The sentence was long but it could not called a paragraph. The students were focus with the topic in writing but sometimes the words are not suitable, for example a student supposed to write “person” but it was written “poison”. The students were good in using grammar, especially in tenses (simple present tense and simple past tense). It was because before the researcher came to conduct the research the English teacher had taught grammar. The using of punctuation was still low, the wrong place in putting coma or point was still be seen.

These were some example in giving score for students’ writing test:

a. For student with number respondent 03,

1. Content: the content of this writing was focus with the topic, but there are some sentence which make the reason was obvious, such as “ facebook is one place *saerch* information → facebook is one place *to look for* information..”. Then, the word “poison” made this writing test was unrelated with the topic.

2. Organization : The researcher asked to write a paragraph but the students just wrote sentence with 2 point of facebook advantages and 1 point of its

disadvantage. The first sentence was general sentence because it explained one of facebook function and followed by points of advantages and disadvantage.

3. Grammar (structure): the student used good grammar that asked by the researcher, but the students forgot to put “s” in sentence (Poison *distucb* time study Facebook → Person *disturbs* time to study).

4. Vocabulary : this student used unsuitable words such as: saerch,poison ,*distucb* and adrantages. These words made the meaning of sentence is difficult to understand.

5. Mechanic : this student used many capital letters in wrong place. The capital letters was used although the word was in the middle of sentence, such as “ Person *likE* status *F*riend in *F*acebook → Person *likes* friend’s status on *f*acebook” .

b. For student with number respondent was 04, this writing test consisted of two sentences. The student was wrong in writing the word and could not construct good paragraph. The sentence was obvious to understand.

1. Content : the sentence explain topic although it was just two sentences.

2. Organization : the first sentence was general and followed by the second sentence which was specific than the first sentence, but it was so short reason to support the first sentence.

3. Grammar (structure): the grammar was good enough. The tenses was correct but the student could not write passive voice correctly (Handphone is tool electronic that use people → Handphone is an *electronic tool that used by* people). Also, the student put to be before modal (...*it’s can* disturb... → *it can* disturb).

4. Mechanic : the student put coma and full stop correctly but there were many wrong place for capital letters such as, “But *Handphone Have* some effect *For* children → But *handphone have* some effect *for* children”

In giving pre test the researcher asked the students to tell the students problem in writing:

- a. The students were lazy to write in English
- b. It was the first time for the students to write by the topic, but there were 1 students did not feel struggle in writing by topic because she had followed speech competition
- c. Students felt difficult to write the idea that they think.

Based on the pre test test data, the researcher gave treatment four times in the next meeting . In this treatments, the researcher gave the students English song lyric and asked the students to write down the message of the lyric by the students own words. When the students found the message, the students have to develop the message into paragraph. This step was done by the researcher in every treatment. When the students had finished the task, the researcher would play the song and after playing two times the students sang together.

2. Post test

When the treatments were finished, the researcher took post test to see the students' development during treatments. The step was same with the pre test, the researcher gave the students three topics to choose and write the students description about the topic. The researcher asked the students to choose the best topic to write into paragraph. In this post test, the students were not too difficult in making

sentences. The vocabulary was not limited as in pre test. The writing test had good organization, it was written from general to specific or from specific to general. The students used good grammar, but some punctuation was still wrong. In this post test the students were active than pre test in writing. The students could write a paragraph, and the sentences focus with the topic. The students score in this post test was higher than in pre test where there was no students got “very poor” classification.

The example of scoring in this post test was:

a. The student with number respondent was 03, the grammar was good enough but some unsuitable words were still found. The using of punctuation was good although there was a punctuation was put in wrong place. This writing began with general reason followed by specific. The vocabulary that used in this post test was better than in pre test.

1. Content : the content was good, focus with the topic.
2. Organization : this writing started with general reason and ended with specific reason. This student could write two paragraph related topic.
3. Grammar (structure) : the grammar was good enough but there was a sentence which used wrong to be (My family *was* not complete yet → My family *is* not complete yet)
4. Vocabulary : in this component, the student had many vocabulary to write. It was better than in pre test but there was a word that might be erased (as well as *with* my family → as well as my family). Also, the student write word in Indonesia (Bisa → can/be able to)

5. Mechanic : the wrong place in putting coma (it is a family confide, and a place... —→ it is a family confide and a place...). Then, after full stop the student was still use lowercase letter, it should began with capital (because without a famili ... —→ **B**ecause without a famili...). Also, the student forgot to give space between two words (Ido →**I** do).

b. The student with number respondent 04, this student used wrong “to be”. Also, there were some wrong words that wrote, this writing test in post test was better than pre test. The words that used to develop paragraph was better than the test before. This student active in learning process.

1. Content : the sentence were focus explain the topic. All paragraph written related topic.

2. Organization : the paragraph mostly written in general reason. This writing should have many specific reason to support the general sentence in making good paragraph that would be read.

3. Grammar (structure): the student used wrong to be (family *was* one of the inspiration —→ family *is* one of the inspiration).

4. Vocabulary : in this post test the student wrote 3 wrong vocabularies (mather → **m**other, whe → we, famili → **f**amily). The student wrote many vocabulary than in pre test.

5. Mechanic : the student used punctuation correctly. Most of the words wrote with capital after full stop, but there was a word that should not started with capital

letter because it was in the middle of sentence (family was one of the *In*spiration for us → family is one of the *i*nspiration of us)

The result above showed that there was significant differences between pre test and post test where in the post test the number of students in “fair”, “poor” and “very poor” classification decreased and the percentage students in very good” and “good” classification reached. It meant the media that used during treatments could help students in developing the students’ ability in writing. It closely related with some research before that used song as media to develop students’ skill.

a. Riska’s thesis under title “The effectiveness of using English song in improving the students’ ability in writing an essay at the second year students of SMAN 1 Bua Ponrang Kab. Luwu”, conclude that using English songs in teaching writing essay improve students ability and using English songs for students’ essay work as well as possible even students’ grade increase.¹

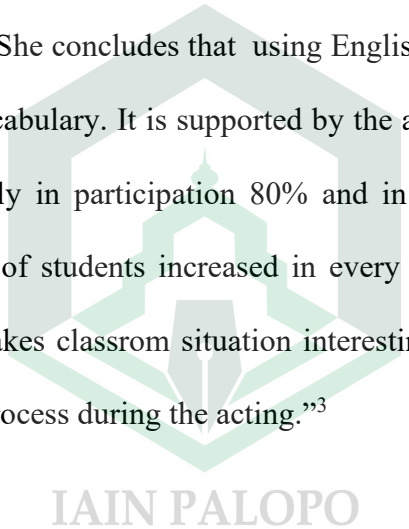
b. Irmawati on her thesis under the title” Improving students’ pronunciation through English songs at the eleventh years students of SMAN 2 Palopo” found that English song could improve students ability in pronunciation. Where the mean score in pre test was 2,069 and 8,22 in post test. She gives some suggestion through her thesis;

¹ Riska, *The Effectiveness of Using English Song in Improving the Students’ Ability in Writing an Essay at the Second Year Students of SMAN 1 Bua Ponrang Kab. Luwu*, A Thesis S1(STAIN Palopo,)

1. Teacher should use some different and appropriate media and methods to attract the students' attention in learning English

2. Teacher could use English songs in teaching students' pronunciation as one alternative teaching media among other teaching media to stimulate the student's interest and improve students' pronunciation.²

c. Fitri Zulyani with the title of her thesis " Teaching vocabulary through English song to the fifth grade students at SDN 234 Temmalebba" this thesis use classroom action research (CAR). She concludes that using English songs is an effective way in improving students' vocabulary. It is supported by the achieving of the ideal score in the second cycle namely in participation 80% and in vocabulary evaluation mean score 71,4. The scores of students increased in every cycle. Furthermore, arranging using English songs makes classrom situation interesting and the students enjoy the teaching and learning process during the acting."³



Note:



: wrong spelling,punctuation,capital letters, etc.



: Right spelling,punctuation,capital letters, etc.

² Irmawati, *Improving Students' Pronunciation Through English Songs at the Eleventh Years Students of SMAN 2 Palopo Academic Year 2010/2011*, a thesis S1(STAIN Palopo),p.57

³ Fitri Zulyani, *Teaching Vocabulary Through English Song to the Fifth Grade Students at SDN 234 Temmalebba*.2011, a thesis S1 (STAIN Palopo),p.59.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion.

A. Conclusion

Some conclusion can be taken after analyzing the data from the previous chapter as follow:

Studying English by using English song lyric is effective and it can be one of the good ways in developing the students' ability in writing especially at the third grade students of MAN Palopo. Where by using English lyric song the students can make sentence easily, because the students can imagine many words related the song .

From the data analysis, the mean score of the third grade students of MAN Palopo in writing in pre test is still low, therefore after giving treatment by using English lyric song, the students ability in writing is greatly increase in post test. The result on "t" test analysis in the research is $t_{test} > t_{table}$ ($t_{test} 6,419 > t_{table} 2,093$) it means that there is significant difference between the students' writing before treatment and after treatment. After giving some treatment to the students in the class, most of the students have a good response about the method that used by researcher. And most of the students are enjoy and active in looking for vocabulary related the song when studying English especially in writing skill by using English song lyric.

B. Suggestions

Based on the result of the data analysis and conclusion, the writer purposes some suggestions as follows:

1. The English teacher can use English lyric song in teaching as media to develop students' writing skill. By using the lyric teacher can motivate students in writing.

2. Students can study English easily by using English lyric song. Most of students in senior high school always say that English is difficult. Nowadays, most of teenagers like to listening English song and the students is so curious with the lyric. By looking for some message of that song and write it, it will help students to study English.

3. The reader of this thesis can find the best way to teach English, especially by using English lyric song. Nowadays sing English song is hobby for teenagers so the writer do hope to all the reader to find another smedia that can increase students' skill enjoyable.

PROQUEST

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Pre Test

Choose one of the topics below and write your argument

1. The phenenomom of facebook
2. The effect of TV
3. The use of handphone





Post Test

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The image features the text "Post Test" in a large, bold, 3D font. The letters are primarily yellow with a dark brown shadow on the right side, giving them a three-dimensional appearance. Behind the text is a faint, light green watermark logo consisting of a stylized house-like shape with a central tower. Below the watermark, the text "IAIN PALOPO" is visible in a smaller, semi-transparent font.

Post Test

Choose one of the topics below and write your argument

1. My family
2. Forest
3. My school





LESSON PLAN







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"If This Was A Movie"

Last night I heard my own heart beating
Sounded like footsteps on my stairs
Six months gone and I'm still reaching
Even though I know you're not there
I was playing back a thousand memories, baby

Thinking 'bout everything we've been through
Maybe I've been going back too much lately
When time stood still and I had you

Come back, come back, come back to me like
You would, you would if this was a movie
Stand in the rain outside 'til I came out
Come back, come back, come back to me like
You could, you could if you just said you're sorry
I know that we could work it out somehow
But if this was a movie you'd be here by now

I know people change and these things happen
But I remember how it was back then
Wrapped up in your arms and our friends were laughing
'Cause nothing like this ever happened to them,
Now I'm pacing down the hall, chasing down your street
Flashback to the night when you said to me,
"Nothing's gonna change, not for me and you
Not before I knew how much I had to lose"

Come back, come back, come back to me like
You would, you would if this was a movie
Stand in the rain outside 'til I came out
Come back, come back, come back to me like
You could, you could if you just said you're sorry
I know that we could work it out somehow
But if this was a movie you'd be here by now

If you're out there,
If you're somewhere,
If you're moving on,
I've been waiting for you.
Ever since you've been gone
I just want it back the way it was before.
And I just wanna see you back at my front door.
And I say

Come back, come back, come back to me like
You would before you said it's not that easy
Before the fight, before I locked you out
But I take it all back now

Come back, come back, come back to me like
You would, you would if this was a movie
Stand in the rain outside 'til I came out
Come back, come back, come back to me like
You could, you could if you just said you're sorry
I know that we could work it out somehow
But if this was a movie you'd be here by now

You'd be here by now
It's not the kind of ending you wanna see now
Baby, what about the ending
Oh, I thought you'd be here by now, whoa
Thought you'd be here by now



IAIN PALOPO

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