

**IMPROVING STUDENTS WRITING SKILL BY USING LYRIC OF SONG
AT THE THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM
INSTITUTE FOR ISLAMIC STUDIES PALOPO**



**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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ABSTRACT

Asna suardin, 2016, "Improving Students Writing Skill By Using Lyric of Song at The Third Semester English Students of English Study Program Institute for Islamic Studies Palopo."

"Thesis, English Study Program of Educational Department in Institute College for Islamic Studies (IAIN) Palopo. Under supervisors":

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Key words: writing skill, Lyric of the Song

This research aim: to find out the effectiveness of lyric of song in increasing writingskillat third semester English study program and Teacher Training Faculty institute of Islamic state Palopo..

The population of this research is student at thethird semester English study program and Teacher Training Faculty institute of Islamic state Palopo. The sample took by usedtotal sampling. The number of sample is 20 students. This research used pre-experimental method with pretest and posttest design. The pretestgivent to know basic ability of the students writing skill and the posttestgiven to know the students' improvement in writingskill after given the treatment, and the researcher usedlyric of the song.

The result of this research shows that there is significant improvementson students' reading skill after conducting the treatments.The result of data analysis showsthat $t_{test}(23.576)$ was higher than $t_{table}(2.093)$. It indicated that lyric of the song is effective to improve students' writingskillat the third semester English study program and Teacher Training Faculty institute of Islamic state Palopo.

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CHAPTER I

INTRODUCTION

A. Background

Writing is a part of learning a language that requires knowledge, reading, observation and experience. All language skills such as listening, speaking, reading, and writing must be applied in teaching English. We can understand the information through listening and reading; in addition, through speaking and writing, we can communicate our feeling, need, desire and idea. The basic purpose of teaching language is the students are expected to master all the language skills. All language skill cannot be separated due to they are related to each other and integrated in teaching English, especially writing.

Writing is language skill which provide students chance to express their ideas. One reason for learning to write is to transmit ideas to other people, especially those who are a distance of time and place. In learning language, writing helps the students reinforce the grammatical structure, idioms and vocabulary. When the students write, they also have a chance to be adventurous with the language to go beyond that have just learned. In other words, they become involved with the language. Writing is method of representing language in visual or tactile form. Writing system use sets of

symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.¹

Based on the observation in third semester students of English education program and teacher training of IAIN Palopo, there are some problems found in the field when giving writing materials to the students. The first problem is that the students' writing is not comprehensible, because the content of the composition is not relevant to the topic sentences or the students cannot set up the point, and the ideas are not clearly stated, the ideas and sentences are not well organized. Therefore, the researcher needs to improve the students' writing skill by using Song.

According to interview to the students English Education Program of Tarbiyah Faculty IAIN Palopo especially in third Semester face difficulties in writing. The students are still difficult when they will start write something. Rahmawati said she can write because do not know what the content she wants to write and do not have motivation to write. Alrisdayanti said writing is very confusing because she does not know start to write and writing make hers bored.

Music is an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Music most often implies sounds with distinct pitches that are arranged into melodies and organized into patterns of rhythm. Music is an art that, in one guise or another, permeates every

¹Drifa Siguroardottir, *Definition of writing, this article can be accessed at: <http://www.com/image/header>. Accessed 10st May 2016*

human society. It is used for such varied social purposes as ritual, worship, coordination of movement, communication, and entertainment.²

Song contains authentic, informal language that is natural to the ear. Songs offer precious resources that develop students' abilities in listening, speaking, reading and writing. Music connects people, meaning that even strangers who have nothing else in common can form a link through melodies and lyrics because it is a language that everyone understands.

Based on the explanation above, researchers interest to conduct research with the title ***"Improving Students' Writing Skill by Using lyric of Song at The Third Semester Students of English Study Program Institute for Islamic Studies Palopo."***

B. Problem Statement

Is the lyric of song effective in improving student writing skill at the third semester English Study Program Institute for Islamic Studies Palopo?

C. Objective of the Research

To find out whether lyric of song is effective in improving student's writing skill at The Third Semester English Study Program Institute for Islamic Studies Palopo?

²Veronika Rosova, 2013. *The Use of Music in Teaching English*. Masaryk University.

D. Significant of the Research

The result of the study can give the following benefits for:

1. Lecturer: Give information for the lecturer at English Study Program of IAIN Palopo about strategy in increasing writing.
2. Students: The student can apply lyric of song in their learning to increasing writing.
3. The next researcher: It can be references for the next research.

E. Scope of the Research

The scope of the research is restricted in the use of Song in improving students writing skill at the third semester English Study Program Institute for Islamic Studies Palopo.

F. Operational Definition

Writing skill: Writing skill is an ability to write a text or communication that represents language and emotion with signs and symbols.

Lyric of Song: a short poem or other set of words set to music or poetry that expresses subjective thoughts and feelings. Lyric of song are good as media in teaching material because a lyric of song provides a meaningful context.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The writer is going to describe the related research that has been conducted for the research as follow:

Nurhidayah with research entitled “Improving Students Writing Skill Through Diary at the Eleventh Year Students of PMDS Putri Palopo” states, writing is one skill in language which needs special attention. It means that ideas on the paper, if someone tries to express his ideas on the paper or writing something, he must skill about it.¹ So that using diary is effective to increase ability students writing of PMDS Putri Palopo.

Novita Ramdani with research entitled “Utilizing English Songs to Improve Writing Ability in Writing Descriptive text Of The Seventh Graders at Mts Miftahul Ulum Malang”. This study shows that the used of English song can help students’ ability in writing descriptive text, in term of generating idea, gaining vocabulary, and also motivate students to learn English. It was shown by the result of writing test which was administered in the end of the implementation. With the minimum score 70, there are 83% students who can get score more than 70. In addition, the rest of the students who could not achieve the minimum score still can improve their writing ability for about 25%. This means that there were learning process happened during the implementation of English song as teaching media. It was also revealed by the

¹Nurhidayah, *Improving Writing Skill Through Diary At the Eleventh Year Students of PMDS Putri Palopo*, (Palopo; STAIN Palopo, 2013), p.8.

result of students' participation checklist that students' participation during the implementation was more than 80%.

Based on the result of the study, researcher suggested the teacher to use English song in teaching English, especially teaching writing. Teacher needs to consider appropriate song for appropriate level of the students. Teacher also can use English song for other skill. Researcher also suggested the further researcher to do study of problem faced by the students and teacher in teaching and learning English through English song.²

Sri Novita Falupi at all, with the research entitled "Teaching descriptive text writing by using video to junior high school students. The purpose of this research is to investigate whether or not teaching descriptive text by using video significantly increases the students' score in writing. The research method used in this research is quasi-experimental. Based on the result of data analysis, the mean score of experimental group in pretest was 50.64 and in posttest was 72.44. Meanwhile, the mean score of control group in pretest was 50.00 and in posttest was 61.18. It was obtained that the t-test score was 4.28 and it was higher than t-table (2.000) at $\alpha = 0.05$ and the degree of freedom $df = 39 + 38 - 2 = 75$. Based on the table of interpretation of Cohen's d for effect size, it was considered to "large effect". It means that teaching descriptive text by using video significantly increases the student's score in writing."³

² Novita Ramdani with research entitled, 2015 "Utilizing English Songs to Improve Writing Ability in Writing Descriptive text Of The Seventh Graders at Mts Miftahul Ulum Malang". P 2.

³ Sri Novita Falupi at all, 2015. Teaching descriptive text writing by using video to junior high school students. p 1

Based on the research finding above, the researcher concludes that between previous studies, there were difference and similarity. The similarity the previous research and this research were the research focus in writing. The difference the previous research, the researcher will focuses on song to know the students' ability in writing.

B. Writing

1. Concept of Writing Skill

Writing is the skill that processed by human being to produce his or her ideas and thought into written forms, although the ideas or thought can also produce through spoken forms. It means that through spoken forms will be transfer in written forms. Therefore, writing is one of important skill can produce of human thought in written forms.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourage thinking and learning for it motivates communication and makes thought available for reflection. when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.⁴ Regardless of the language, writing has many rules including grammar, spelling, and punctuation. People use many tools to assist in their writing such as dictionary and thesaurus.

⁴Ghazi *Ghaith* [http: //www.aub.edu.Lb/fas/dep/faculty/Ghazi.Ghaith/pages/index](http://www.aub.edu.lb/fas/dep/faculty/Ghazi.Ghaith/pages/index). Accessed on July, 21th 2015

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system. It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio. Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities.

According to Ary Setya Budhi Ningrum book say that definition of writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main idea, and to give them structure and coherent organization. Writing is a process of thinking during which a writer puts many elements into account, such as accuracy in the spelling of word, words arrangement, and sentence grammatical, and selection of the right words. Writing needs a skill to connect sentences to form them into a coherent text.⁵

According to Jeremy Hermer, "Productive Skill are term for speaking and writing skill where students actually have to produce language themselves. Writing is one of four skills learned in English. It include the productive skills."⁶

⁵Ary Setya Budhi Ningrum, *2012 Scaffolding strategy in the process of writing to improve the students ability*, (Jakarta: Kementrian Agama Republik Indonesia, Cet, I,,P.2

⁶ Jeremy Hermer, *The Practice of English Language Teaching Fourth Edition*. P.265

Ommagio tells about the content of the paragraph. It consists of topic and supporting sentences. “Exercise in paragraph writing, include the writing of the topic sentences and the use of supporting details of various types as wells activities promoting the development of discourse skills in writing program.

According to definition above, writing is a way to express the idea or opinion trough simple sentences. Their develop their simple sentences in compound, complex, and complex compound sentences using subordinate conjunction, those are to support the idea. From those, the writer produce their own language through vocabulary that they had.

2. Types of Writing

Students are involved in a variety of writing experiences through out their education. The following list explaining more of these forms of writing:

- a. Narrative writing, tell a personal experience or story and always includes characters, setting and plot (example: short stories, journals, autobiographical, writing about a people.
- b. Descriptive Writing, creates a vivid image in the reader’s mind and uses peecise details to pint “ word picture “for the reader (example: menu, travel, brochure,poster).
- c. Expository Writing informms, explain, clarifies, or defines (examples: research paper, essay, report)
- d. Persuasive writing , informs and attempt to convince the reader to take the same stand (example: movie review restaurant critique, better to editor, editorial

e. Technical writing, use research to present specialized information, but just because it is technical does not mean it has to be flat flat and dull (example: a VCR manual, driver's manual a legal document).⁷

Writing in the target language can be introduced shortly after language learners have begun reading. There are different types of writing, depending on the levels of language performance. They may be classified as writing or composition.

There are four types of writing: imitative writing, dictation, guided writing and controlled writing.⁸

a. Imitative writing

Writing may begin with the simple writing skill that is imitative writing. In this step, the beginning language learners begin writing by copying materials that they have already mastered by hearing, speaking and reading. In this writing, language learners only “imitate”. They write groups of words, sentence or phrases rather than single words.

b. Dictation

After language learners have had sufficient practice in imitative writing, they may begin with dictation. The teacher can read sentences or parts of the dialogues and the language learners fill the missing words or phrases. This method can improve the student competences in spelling words and also their listening skill too.

⁷Arisah, 2015 *Improving students Writing Skill Through Diary at the Eleventh Year Student of Pondok Pesantren As'diyah Kecamatan Malangke*, (Palopo: Thesis S1 STAIN Palopo).p.18.

⁸ Setyadi, Bambang, 2013 *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu,), 1st Ed., p.70.

b.Guided writing

Guided writing is the third step for increasing writing ability after language learners have practiced imitative writing and dictation. In guided writing the language teachers guided language learners to write short responses. The procedure of guided writing may take various forms. First of all, the teacher reads a passage twice and then they makes incomplete statements based on the passage. Language learners complete the statements. Secondly, the teacher reads a passage twice and asks a number of questions. Language learners write the answers to each question. After that, the teacher reads a passage twice and asks language learners to rephrase the passage in their own words. Language learners write each passage read by the teacher in their own words. Fourth, the teacher reads a passage twice and asks language learners to change the tense, i.e. from simple present tense to simple past tense.

b. Controlled writing

If sufficient practice in guided writing has been given, language learners can begin with controlled writing. Like the previous steps of writing, controlled writing is also developed from a dialogue. It is similar to rewriting but in this writing language learners change a passage from dialogue to narrative or vice versa. Controlled writing may take a form of letter. This step may be given to more advanced learners after they have been given considerable practice in controlled writing. The practice in controlled writing can guide language learners to have composition in the target language.¹² In this step, the language learners can make their own writing based on

their imaginations. They can express all of their views on the papers. Controlled writing usually used in the advance class.⁹

3. The Component of Writing

Jacob states that the compenents of writing are divider into five, they are content, organization, language use, vocabulary and mechanics¹⁰.

a. Contents

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least think 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. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant.

b. Organization

In organization of writing concerns with the way they write arrange and organized the ideas or the message in the writing. The purpose of the organizing in writing involve coherence, other of importance. General to specific to general, chronological order of which happened from the beginning to the end.

⁹Abu hasan, 2013, *The Effectiveness of Using English Songs to Teach Descriptive Writing*. P 18

¹⁰J.B.Heaton, 2013 *Writing English Language Test*, (New York:Longman,), p.146

b. Vocabulary

The effective use of the words will always result in good writing both in specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fail to compose what they are going to say, because they feel difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

c. Language use

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

d. Mechanics

There are at least two parts of mechanics in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letters have to participate. First they are used to distinguish between particular and things. Second, it is used as first word in quotation, a formal statement and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

2. lyrics song in writing skill

In this study, the writer uses one of teaching media in writing skill to make it pleasing and interesting to the students. The media is lyric song. By using lyric song, students feel something new and different from what they usually got in their class.

1). Definition of song

song is a text of art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Music most often implies sounds with distinct pitches that are arranged into melodies and organized into patterns of rhythm and metre. Music is an art that, in one guise or another, permeates every human society. It is used for such varied social purposes as ritual, worship, coordination of movement, communication, and entertainment.¹¹

Listening to song as a media to measure the students' ability in writing text. Lyric of song can help the students organize the ideas in making text. Listening to song can help the study of the students and focus on the material in the classroom. Lyric of song can be interesting and useful materials for the learners. By using lyric of songs, the teacher can motivate them to do something that can do in real life. Besides, lyric of songs can be a good way to expose them in mastering authentic language. In addition, their interest in writing class can be stimulated using this way. Song is one of the most captivating and culturally rich resources that can be easily used in language classrooms. Songs offer a change from routine classroom activities.

¹¹ Veronika Rosova, 2015, *The Use of Music in Teaching*, Masaryk University. P11

They are precious resources to develop students' abilities in listening, speaking, reading and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and adverbs.

2).Definition of lyric

Lyric are set of words that make up a song. Lyric can be studied from an academic perspective. Lyric can also be analyzed with respect to sense of unity it has with its supporting music.¹²

Lyric is simple word of song. The lyric of song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.

A music composition is not always a sequence of melody with a lyric. The composition without a lyric on its melody called an instrumental music. On the contrary, the one with lyric is called a song.¹³

The music composition performed by a song contains an attractive aspect. The attractive aspect is language. The language which consists of a sequence of words, give new dimension of the music, which consists of a sequence of words,

¹² [Http//wikimedia//song lyric](http://wikimedia//song lyric). Acceded 20/12/09.6.21 a.

¹³ [Http//Wilkimedia//composition of song lyric](http://Wilkimedia//composition of song lyric).acceded 05/01/10.4.30 pm

give new dimension of the music, which cannot be found in the other composition, instrumental music.¹⁴

The lyric in a song is actually non musical aspect. However, besides giving new unique dimension, its presence in music is not only as an embedded element but also as a part of the music. Many songs are created from text or beautiful poem.


Basically a lyric of song is the same as lyric of a poem. The difference is that a lyric of a song is written and combined with music. We usually meet a poem as word on page and a song generally hear as sounds in the air. However we can say that a song lyric are same. A song lyric describes and show feeling, experience, imagination and etc and a poem lyric does too.

a. Lyric of Song in Language Teaching

Automatic usual and simple answer to this question could be: “A word-gapfill.” However, the answer is not so single valued. And hopefully, the following selected list of Tim Murphey (and references to other sources of activities) will be convincing enough to prove that the answer can be much longer. What can we do with a lyric of song in lesson:

- 1) Listen
- 2) Sing, whistle, tap, and snap fingers while we listen
- 3) Sing without listening to any recording
- 4) Talk about the music
- 5) Talk about the lyrics

¹⁴ Ibid

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- 6) Talk about the singer / group
 - 7) Use songs and music to set or change an atmosphere or mood, as
'backgroundFurnishing'
 - 8) Use songs and music to make a social environment, form a feeling of
community,dance, make friends
 - 9) Write songs
 - 10) Perform songs
 - 11) Do interviews
 - 12) Write articles
 - 13) Do surveys, make hit lists
 - 14) Study grammar
 - 15) Practice selective listening comprehension
 - 16) Read songs, articles, books for linguistic purposes
 - 17) Compose songs, letters to singers, questionnaires
 - 18) Translate songs
 - 19) Write dialogues using the words of a song
 - 20) Use video clips in many ways
 - 21) Do role-plays (as people in the song)
 - 22) Dictate a song¹⁵

¹⁵ Veronika Rosova, 2015, *The Use of Music in Teaching*, Masyarik University. P. 20

b. Lyric song as media to teach writing

Teaching media is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate media.

Song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.¹⁶

In Indonesia, most of English students have difficulties in learning English; they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.¹⁷ So, teacher as facilitator in learning process should keep looking for way to make learning writing easier and more pleasant.

English is foreign language, so English learning for Indonesia students is not easy. The is asked to use suitable media to teach effectively because an effective teaching is basic factor for the success learning process that is including in learning writing.

¹⁶ Espie Estrella, Music Education, <http://www.using music to teach other subject>. Accessed on may 08,2010/09.45

¹⁷ H. Douglas Brown, Priciples of language Learning and Teaching, Four Edition, [NY:Pearson Education, 2005], p.7.

According to Bovee as cited by Sanaky that Media is tool of format used to convey information.¹⁸ While NEA education association as cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.¹⁹ Media in teaching learning process very importance to help students become effective and interesting in learning process.

There are many teaching media can be divided into various forms, they can be classified in three kinds, there are ;²⁰

- 1) Visual aids, it is media that can be seen such as picture, realia, google earth, flashcard,newspaper,etc.
- 2) Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc.
- 3) Audio visual aid, it is teaching media that can be seen and can be heard such as video clips, film,Tv news etc.

From the explanation above, the researcher uses lyric song. It can be classified as audio visual aids because it can be seen and can be heard. In Arsyad's Sudjana and Rifai said that they have benefits in it.²¹they are:

¹⁸ Hujair AH. Sanaky, Media Pembelajaran, (Yogyakarta : Safiria Isnani Press. 2009), p. 3.

¹⁹ H. Asnawir and M. Basyaruddin Usman, Media Pembelajaran, (Jakarta: Ciputal Press.2002), p.11

²⁰ Umi Macmudah and Abdul Wahab R, Active Learning Dalam Pembelajaran Bahasa Arab, (UIN Malang Press, 2008),p.10

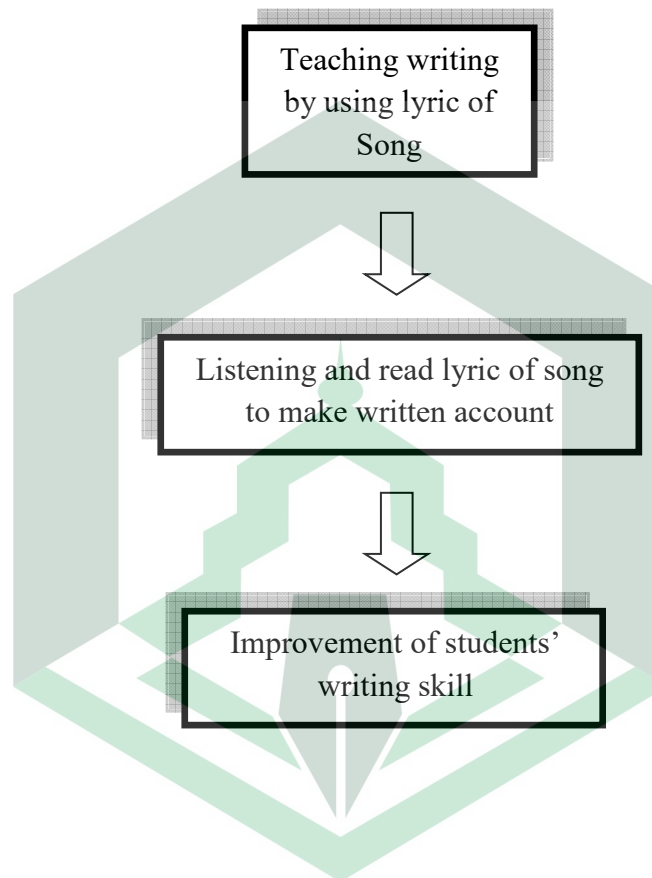
²¹ Arsyad, Azhar. Media Pembelajaran. (Jakarta : PT Raja Grafindo Persada, 2006),p.6

- 1) The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students' attention to the material given by him /her. From explanation above, it is expected that by using media in teaching learning process, students will be motivated in the learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.
- 2) The material will be clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher to make the teaching material easily so, automatically they can understand too.
- 3) The teaching and learning process will be variatif. It makes students enjoying the teaching learning process. Student will bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process.

From references definition above, the researcher concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material from the material clearly. The teaching learning process will be more varieties so that the students enjoy it. Students also will be more active in giving responses to the material given by the teacher.

C. Conceptual Framework

In this research, the researcher focused on the effectiveness of song in teaching writing. The conceptual framework in this research is shown in the diagram:



In conducting this research, the researcher focused on the students' writing with using lyric of song as tools. The scheme above shows the steps of the researcher in conducting this research. The step will begin with giving pretest for the students to get student ability in writing.

The next steps is implementation lyric of song in making text. This step is also called by giving treatment. In this step, the researcher will conduct sixth meetings. In each meeting, there was specific theme. The last step will give posttest. In posttest,

the researcher will give a song to listen and write text according what they are listened.

D. Hypothesis

Based on conceptual framework above, the hypothesis of the research will be formulates as follows:

H_0 : There is no significance different between the result of pretest and posttest after the treatment of lyric of song in increasing writing ability.

H_1 : There is significance different between the result of pretest and posttest after the treatment of use song in increasing writing.

Criteria of hypothesis acceptability

$H_0 > H_1$: reject null hypothesis

$H_0 < H_1$: receive null hypothesis.

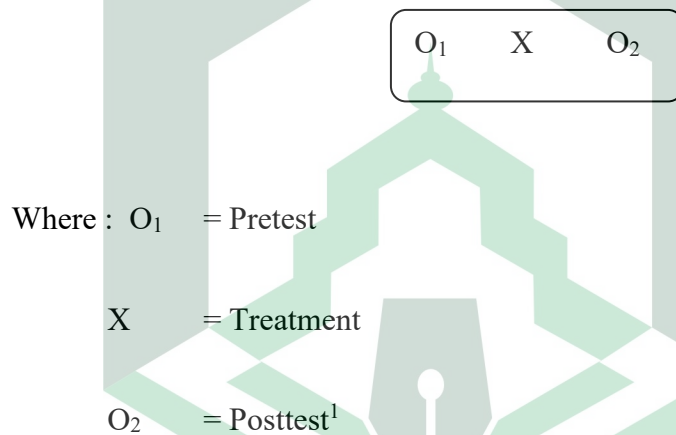
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CHAPTER III

RESEARCH OF METHOD

A. Research Design

In this research, the researcher applied pre-experimental research and it conducted in sixth meetings. This research aimed at to find out the effectiveness of song in increasing students' writing. Here is the design of this research:



1. Time and Location of the Research

a. Time of the Research

This research was conduct on 26th September 2016 – 20th Oktober 2016.

b. Location of the Research

This research was conducted in English Study Program and Teacher Training of Tarbiyah Faculty at the Third Semester of IAIN Palopo. The researcher interest to

¹Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Cet.IV: Bandung: Alfabata, 2013),p.112.

conduct the research in this campus because based on the observation the students in English Study Faculty of IAIN Palopo faced difficulties in writing therefore the researcher is interested to help the students to increase their writing.

B. Population and Sample

1. Population

The population of this research was consist to the third semester students of IAIN Palopo in 2026/2017 academic year that consists of 4 classes A, class B, class and class D, the total number of population was 140 students.

2. Sample

The sample of this research use purposive sampling.. The total number of population of this research is 20 students at the third semester students of English study program institute for Islamic studies palopo. And the research took class D as a sample because the students in class D faced problem in writing. The first problem is the students writing is not comprehensible, because the content of the composition is not relevant to the topic sentences or the students cannot sets up the point, and the ideas are not clearly stated, the ideas and sentences are not well organized.

C. Instrument of the Research

The instruments that used in this research were:

Lyric of Song: it used as tool to help the student in writing at pretest and posttest.

Speaker: it used to make the song Aloud.

Paper: Media for Student write

Stopwatch: To measure the time of student when they are read.

D. Technique of Collecting Data

In this research, the researcher conducted treatments in sixth meetings. The procedures of this research are:

1.Pre-test

The pretest distributed to the students to measure their ability in writing before giving treatment. The song which used in pretest entitled “To love you more”. In pretest the researcher gave a song to the student and they faced the question about what the meaning of the song and the purpose of the song it took 90 minutes to finish it.

2. Treatment

a. Giving Treatment Process

1) First Treatment

Treatment process divided into three parts the first is pre activities second is main activities and the third is last activities. The first treatment the researcher

teaches material by using title of song “The Power of Dream by Celine Dion”. In pre activities the researcher preparing the students, asking the students condition, preparing the media for conduct the material, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the researcher cooperated with student and asks the student to prepare their self for listening song. The teacher plays the songs that describe particular thing. After that, the students are given the song’s lyrics by the teacher. The teacher and the students paraphrase the song’s lyrics together become text. And the student writing based on the students own words. It spends 60 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 20 minutes.

2) Second Treatment

Second treatment the researcher teaches material with the title of song “Beautiful in white by Westlife”. In pre activities the researcher preparing the students, asking the students condition, preparing the media for conduct the material, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the teacher cooperates with the student and discuss about title of the song. After that, the students are given the songs by the teacher. The student has to write the word that they are listening from the song and make the list of word. The

student makes written account or text by using the word list as a keyword of their writing. It spends 60 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 20 minutes.

3) Third Treatment

Third treatment the researcher teaches material with the title of song “Am I wrong by Nico and fins”. In pre activities the researcher preparing the students, asking the students condition, preparing the media for conduct the material, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the teacher plays the songs that describe particular thing. After that, the teacher asks the student to make pre writing according to the song. The teacher guides the student in discussion time according to the song. The student has to make opinion according to the song in discussion. The student makes written account according to opinion that their make in discussion about the song. It spends 60 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 20 minutes.

4) Fourth Treatment

Fourth treatment the researcher teaches material with the title of song “Whole New World by Peabo Brison”. In pre activities the researcher preparing the students, asking the students condition, preparing the media for conduct the material, presenting the purpose of the meeting and giving explanation to the students about learning material, it spend 10 minutes.

In main activities, the teacher prepares the lyric of the song into fill in the blank test. The teacher plays the songs. When the song is running the student have to complete lyric in paper test. After the student complete their test in fill in the blank, the student makes written account according to complete lyric of the song. And writing based on the students own words. It spends 60 minutes.

In the last activities, the researcher asking the students about their difficulties during treatment process, concluding the material and Inform the material at the next meeting to the students to give reinforcement, it spend 20 minutes.

3. Post-test

The posttest gave to the students after doing treatment. The posttest gave to the students' to measure the different between after and before giving treatment. In the post test the researcher teaches material with the title of song “Little Thing by One Direction”.

E. Technique of Data Analysis

The data obtained from the test that based on the sentence structure. To evaluate the student's composition, the researcher applied the scoring system.

1. Scoring the students writing test based on criteria below:

An analytical writing scale for evaluating written language.

Criteria.	Score	Level
Content	27-30	Very Good Clear, focused, and interesting details, complete. Rich. Well focus, main idea stand out secondary ideas do not usurp to much attention
	15-26	Good Clear and focus, even though the overall Result may not be especially captivating. Support is attempted, but in may be limited or obsivous, insubstantial, too general.
	12-14	Fair Lack of logical sequencing and development ideas confusing or disconnected.lacking in purpose or theme.

	9-11	Poor No fluent, does not communicated, information is very limited, boring.
	5-8	Very poor No organization, not enough, to evalute because not meaningfull.
Organization	18-20	Very Good Fluent expression, ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compelling and moves the reader through the next. Good introduction, good placement of retail, and strong conclusion.
	14-17	Good The reader can readily follow what's being said. , but the overall organization may aometimes be ineffecetive poor to obvious or main idea stand out logical but incomplete sequencing.
	10-13	Fair Lack logical sequencing and development non fluent. The writing lacks direction, with ideas, details.
	7-9	Pair

		Not communicated, transition are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering..
	5-6	Very poor Not organization, confusing the sender, not enough to evaluate.
Vocabulary	18-20	Very good Effective words, choice and the usage, specific and accurate.
	14-17	Good Adequate range occasional error of word/ idiom, choice and usage. The language communicated by rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
	10-13	Fair The writer struggle with eliminated vocabulary, grouping for words.
	7-9	Poor Many error of word / 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 week and view in number : is, are, was, were, dominated.

	5-6	Very poor Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.
Grammar	23-25	Very good Effective complex construction few errors of agreement, tense, number, word, order / function pronouns, preposition.
	20-22	Good Effective but simple construction minor problem in complex construction several errors of tense, word order, function pronouns and prepositions and prepositions but meaning seldom of error.
	16-19	Fair Major problem and simple construction, frequent errors of negative, agreement, preposition, and / or fragment. Does not communicate.
	9-15	Poor Dominated by error or grammar. Cannot be understood and evaluated.
	5-8	Very poor Virtually not mastery of sentence construction rules.

Mechanic	5	Very good Demonstration mastery of conversation, not problem of spelling, capitalization, paragraphing but not observed.
	4	Good Few errors of spelling, capitalization, paragraphing but not observed.
	3	Fair Some errors of spelling, punctuation, capitalizations, paragraphing.
	2	Poor Many errors of spelling, function, capitalization, paragraphing.
	1	Very poor Illegible writing.

2. Scoring the students' point by using the following formula²:

$$\text{Score} = \frac{\text{The number of students' point}}{\text{Total point}} \times 100$$

3. Classifying the students' score into some classification below:

²Brown 2007, Assessing writing descriptive text,
teachingenglish4all.wordpress.com.assessing-writing-descriptive-text. Accesed on 20 August 2016

a. Content

27 – 30 classified as Very good

15 – 25 is classified as Good

12 – 14 is classified as Fair

9 – 11 is classified as Poor

5 - 8 is classified as Very Poor

b. Organization

18 - 20 is classified as Very good

14 – 17 is classified as Good

10 – 13 is classified as Fair

7 - 9 is classified as Poor

5 – 6 is classified as Very Poor

c. Vocabulary

18 - 20 is classified as Very good

14 – 17 is classified as Good

11 – 13 is classified as Fair



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7 - 9 is classified as Poor

5 – 6 is classified as Very Poor

d. Grammar

23 – 25 is classified as Very good

20 - 22 is classified as Good

16 – 19 is classified as Fair

9 - 15 is classified as Poor

5 – 8 is classified as Very Poor.

e. Mechanic

5 is classified as Very good

4. is classified as Good

3 is classified as Fair

2 is classified as Poor

1 is classified as Very Poor³

E. Classifying students mean score

³³Brown 2007, Assesing writing descriptive text, *teaching English*
4all.wordpress.com/assessing-writing-descriptive-text. Accesed on 20 August 2016

Classifying the students' mean score by using SPSS 20, SPSS 20 is program to count mean score, standard deviation, level of significant by using computer program.



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This part deals with finding the result of research that is obtained from the data analysis. The finding is based on research the question that have been formulated. This research applied pre experimental research that is analyzed statistically. The method that used to describe the result of analysis was quantitative method the result of research was obtained by using “t” test analysis

SPSS 20. The research used table distribution frequency of the method fair or gain classification and percentage of the students score, method scores of content, organization, vocabulary, grammar, and mechanic in pre test and post test of significance between pre test and post test.

The student score of pre test and post test are classified into some criteria and percentage of the student score of pre test and post test are presented as follows:

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1. Pre Test

a. Table of students raw score in pre test

Table 4.1.

Student	Content	Organization	Vocabulary	Grammar	Mechanic
1	5	7	10	8	2
2	5	6	7	8	2
3	5	6	5	5	2
4	7	5	5	20	2
5	5	10	5	5	2
6	7	5	7	5	4
7	5	5	8	5	2
8	7	5	8	5	2
9	10	5	8	10	2
10	10	8	8	5	2
11	10	5	8	12	4
12	9	5	5	5	2
13	10	7	5	5	2
14	8	5	5	14	2
15	10	7	5	5	3
16	7	5	5	10	2
17	10	5	5	5	2
18	7	7	8	5	3
19	10	7	8	17	2
20	10	7	8	5	3

It can be seen on the table above, in content ability, the highest score is 10 there are 8 students got the score that classified as fair and 5 student got 5 that classifies as very poor. In organization ability, only 1 student got 10 score that classified as fair and 10 students got 5 that classified as very poor. In vocabulary ability, only 1 student got 10 score that classified as fair and 9 students got 5 that classified as very poor. In grammar ability, only 1 student got 20 score that classified as good and 11 students got 5 that classified as very

poor. In mechanic ability, only 2 students got 4 score that classified as good and 15 students got 2 that classified as poor.

b. Content

Table 4.2.

The criteria and percentage of the student's content in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	-	0 %
2	Good	15-26	-	0 %
3	Fair	12-14	-	0 %
4	Poor	9 -11	9	45 %
5	Very Poor	5 – 8	11	55 %
	Total		20	100%

Table 4.2 indicates that the criteria and percentage of the student's content in pre test shows that there was no student obtained very good, good and fair. There were 9 students (45%) got poor scores and 11 students (55%) got students got very poor.

c. Organization

Table 4.3.

The criteria and percentage of the student organization in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0 %
2	Good	14-17	-	0 %
3	Fair	10-13	1	5 %
4	Poor	7 - 9	7	35 %
5	Very Poor	5 – 6	12	60 %
	Total		20	100%

Table 4.3 indicates that the criteria and percentage of the students' organization in the pre test shows that there was none student who obtained 'very good and good. There was only 1 students (5%) got fair scores, 7 students (35%) got 'poor' scores and there were 12 students (60%) got 'very poor'.

d. Vocabulary

Table 4.4.

The criteria and percentage of the student's vocabulary in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0 %
2	Good	14-17	-	0 %
3	Fair	10-13	1	5 %
4	Poor	7 - 9	10	50 %
5	Very Poor	5 – 6	9	45 %
	Total		25	100%

Table 4.4 shows that the criteria and percentage of the student's vocabulary in the pre test shows that 1 student (5%) got 'fair' scores, 10 students (50%) got 'poor' scores and 9 students (45%) got 'very poor'.

e. Grammar

Table 4.5.

The criteria and percentage of the student's grammar in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	0 %
2	Good	20-22	1	5 %
3	Fair	16-19	1	5 %
4	Poor	9 - 15	4	20 %
5	Very Poor	5 – 8	14	70 %
	Total		20	100%

Table 4.5 shows that the criteria and percentage of the students grammar in the pre test shows that there was no student got 'very good' and 1 student (5%) got 'good' and 1 student (5%) got 'fair score for grammar, There were 4 students (20%) got 'poor' score, 14 students (70%) got 'very poor' score.

f. Mechanic

Table 4.6.

The criteria and percentage of the students' mechanic in pre test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0 %
2	Good	4	2	10 %
3	Fair	3	3	15 %
4	Poor	2	15	75 %
5	Very Poor	1	-	0 %
	Total		20	100%

Table 4.6. shows that the criteria and percentage of the students mechanic in the pre test shows that there was no student got 'very good' and 'very poor' score for mechanic, There were 2 student (10%) got 'good' scores, 3 students (15%), got 'fair' score, 15 students (75%) got 'poor score.

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Student's scores of content, organization, vocabulary, grammar and mechanic in pretest.

Table 4.7.

Student	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	5	7	10	8	2	32
2	5	6	7	8	2	28
3	5	6	5	5	2	26
4	7	5	5	20	2	26
5	5	10	5	5	2	27
6	7	5	7	5	4	24
7	5	5	8	5	2	25
8	7	5	8	5	2	25
9	10	5	8	10	2	25
10	10	8	8	5	2	25
11	10	5	8	12	4	25
12	9	5	5	5	2	22
13	10	7	5	5	2	22
14	8	5	5	14	2	22
15	10	7	5	5	3	22
16	7	5	5	10	2	22
17	10	5	5	5	2	22
18	7	7	8	5	3	32
19	10	7	8	17	2	31
20	10	7	8	5	3	30

It can be seen on the table above, the total score of the students still low.

Only 3 students got total score over 30 and 17 students got total score under 30.

2. Post test

a. Table of Students raw score in posttest

Table 4.8.

Student	content	Organization	vocabulary	grammar	Mechanic
1	14	14	14	12	3
2	15	15	13	10	3
3	15	15	13	10	3
4	15	15	12	10	3
5	15	15	12	10	3
6	18	14	12	10	2
7	17	14	12	12	3
8	16	14	12	10	3
9	15	14	12	10	3
10	11	14	12	16	3
11	13	14	12	10	2
12	14	14	16	12	3
13	14	14	16	12	3
14	13	10	13	10	3
15	12	13	13	10	2
16	12	10	13	12	3
17	14	10	13	10	3
18	14	13	10	10	3
19	14	12	10	10	3
20	14	12	10	10	3

It can be seen on the table above, in content ability there was 1 student got 18 that classified as very good, there 14 students got good score and 5 students got fair score. In organization ability, there are 13 students got good score and 7 students got fair score. In vocabulary ability, there are 3 students got good scores, there are 17 students got fair score. In the grammar ability, there was 1 student got fair score and 19 students got poor score. In mechanic ability, there are 17 students got fair score and 3 students got poor score.

b. Content

Table 4.9.

The criteria and percentage of the student's content in post test

No	Classifications	Score	Frequency	Percentage
1	Very Good	27-30	-	0 %
2	Good	14-26	12	60 %
3	Fair	12-14	8	40%
4	Poor	9 -11	-	0 %
5	Very Poor	5 – 8	-	0 %
	Total		20	100%

Table 4.9 indicates that the criteria and percentage of the students content in post test shows that there was no student got 'very good'. There were 12 students (60%) got 'good' scores, 8 students (40%), got 'fair' score, none student (0%) got 'poor' scores and 'very poor'.

c. Organization

Table 4.10.

The criteria and percentage of the student organization in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0 %
2	Good	14-17	13	65 %
3	Fair	10-13	7	35 %
4	Poor	7 - 9	-	0 %
5	Very Poor	5 – 6	-	0 %
	Total		20	100%

Table 4.10 indicates that the criteria and percentage of the students organization in the post test shows that there was no students obtained 'very good,

poor and very poor score. 13 students (65%), got 'good' score, 7 students (35%) got 'fair' scores.

d. Vocabulary

Table 4.11.

The criteria and percentage of the student's vocabulary in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	-	0 %
2	Good	14-17	3	15 %
3	Fair	10-13	17	85 %
4	Poor	7 - 9	-	0 %
5	Very Poor	5 – 6	-	0 %
	Total		20	100%

Table 4.11 shows that the criteria and percentage of the student's vocabulary in the post test show that there was no students got very 'good' and 'poor' and 'very poor' scores, 3 students (15%), got 'good' scores, 17 students (85%) got 'fair'.

e. Grammar

Table 4.12.

The criteria and percentage of the student's grammar in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	0 %
2	Good	20-22	-	0 %
3	Fair	16-19	1	5 %
4	Poor	9 - 15	19	92 %
5	Very Poor	5 – 8	-	0 %
	Total		20	100%

Table 4.12 shows that the criteria and percentage of the students grammar in the post test shows that there was no students got very good and good, There were 1 student (5%) got 'fair' scores, 19 students (95%), got 'poor' score and no student got 'very poor' scores.

f. Mechanic

Table 4.13.

The criteria and percentage of the student's mechanic in post test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0 %
2	Good	4	-	0 %
3	Fair	3	17	85 %
4	Poor	2	3	15 %
5	Very Poor	1	-	0 %
	Total		20	100%

Table 4.13 shows that the criteria and percentage of the students mechanic in the post test show that there was no student got 'very good and 'good' scores, 17 students (85%), got 'fair' score, 3 students (15%) got 'poor' score, and no students got 'very poor' score.

The complete student's score of content, organization, vocabulary, grammar, mechanic in Post test are percentage as follows:

Student's scores of content, organization, vocabulary, grammar and mechanic in post test.

Table 4.14.

Student	content	Organization	vocabulary	grammar	Mechanic	Total
1	14	14	14	12	3	57
2	15	15	13	10	3	56
3	15	15	13	10	3	56
4	15	15	12	10	3	55
5	15	15	12	10	3	55
6	18	14	12	10	2	57
7	17	14	12	12	3	56
8	16	14	12	10	3	55
9	15	14	12	10	3	54
10	11	14	12	16	3	49
11	13	14	12	10	2	52
12	14	14	16	12	3	59
13	14	14	16	12	3	59
14	13	10	13	10	3	49
15	12	13	13	10	2	48
16	12	10	13	12	3	48
17	14	10	13	10	3	50
18	14	13	10	10	3	50
19	14	12	10	10	3	49
20	14	12	10	10	3	49

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After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

Table 4.15.

Pretest	Posttest
32	57
28	56
26	56
26	55
27	55
24	57
25	56
25	55
25	54
25	49
25	52
22	59
22	59
22	49
22	48
22	48
22	50
32	50
31	49
30	49

It can be seen on the table above, there are differences and improvements total score between pretest and posttest.

Table 4.16.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	22.00	32.00	25.6500	3.40704
Posttest	20	48.00	59.00	53.1500	3.81514
Valid N (listwise)	20				

The table above shows the mean score of the students pretest was 25.65 and the mean score of posttest was 53.15 Standard deviation of pretest was 3.40 and the standard deviation of posttest was 3.81. It means that using lyric of song Strategy in teaching writing can enhance the students' achievement.

The t-test Value of Students' Writing achievement

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where N = 20, then the t-test is presented in the following table.

Table 4.19

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest posttest	27.50000	5.21637	1.16642	29.94134	25.05866	23.576	19	.000

Hypothesis Testing

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in improving the students' writing skill by using lyric of song. The result of statistical analysis for level of significance ($p=0.05$) with degree of freedom (df)= $N-1$, where (N) = 20, df = 19. The probability value was smaller than α ($0.00 < 0.05$). it indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that teaching writing by using lyric of song is effective in improving the students' writing ability.

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B. Discussions

Based on the result of data analysis, the researcher found out that improving student writing skill by using song student at the second year English Tarbiyah faculty and Teacher Training of IAIN Palopo From the result data analysis, shows that the mean score of the students pretest was 25,65 and the mean score of posttest was 53,15. Standard deviation of pretest was 3.40 and the standard deviation of posttest was 3.81. It means that using lyric of song in teaching writing can improve the students' achievement

Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in writing skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

Actually, there some technique that we can use to teach writing but the researcher using song in teaching writing, moreover the application of lyric of song in teaching writing gave good effect in improving the students' skill.

Based on the data collected, using lyric of song in teaching writing can improve the students' writing skill toward five components focused: content, organization, language use, vocabulary and mechanics. It was proved by students' score on each components focused.

In pretest, there were some weaknesses of the students in this process such as in the points of mechanic. In this point most all of the students have low score, it was proven by looking there in score pretest in five components. In this test, the students had many mistakes in grammatical in expressing their ideas. They were still lack of vocabulary. Some of them were confuse in exploring their own opinions.

Furthermore in posttest, the students' weaknesses had been decreased. In this final test, the students had tried to present their argument based on the lyric of song that have been given. It could be seen by looking their score in posttest, that most all of the students have improvement on their score for each component.

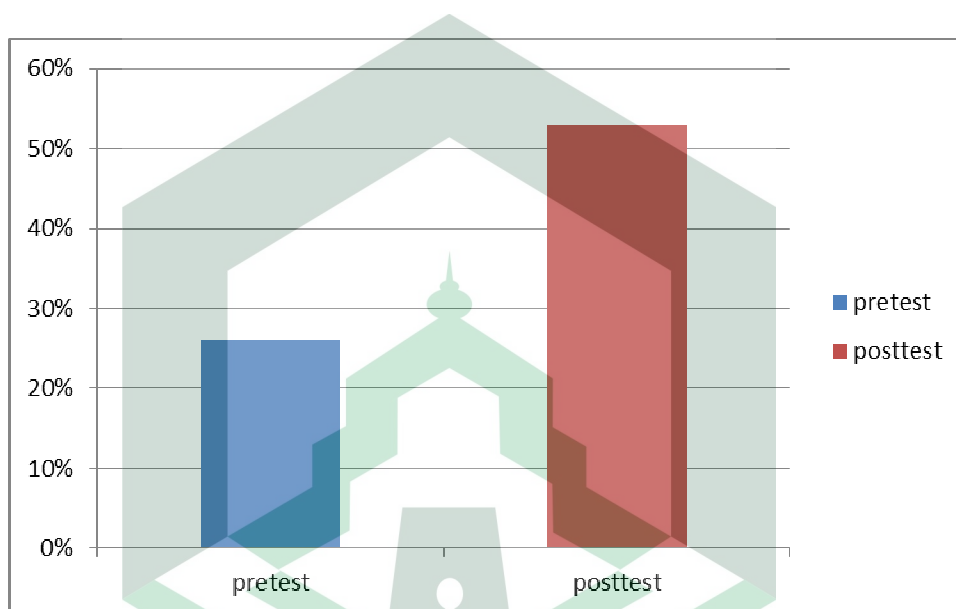
Pardiyono, states that writing is one way to express our ideas, opinions, and feelings. When we are difficult or shy to say our ideas, opinions, or feelings to other people, we can do it by writing. In writing, we can express our mind freely, but writing is not an easy work because we have to pay attention to the language use, content, organization, vocabulary and mechanic. In addition, Writing English is a skill which so compulsory. So we have to study how to write something. Sometimes, we cannot express our idea orally but we can do freely through writing.¹

Thereby, the description of the data in findings shows that there is significant difference between the students' score in pretest and posttest. It can be shown in the following table:

¹ Pardiyono, Writing Component in Education, 2012.P.218

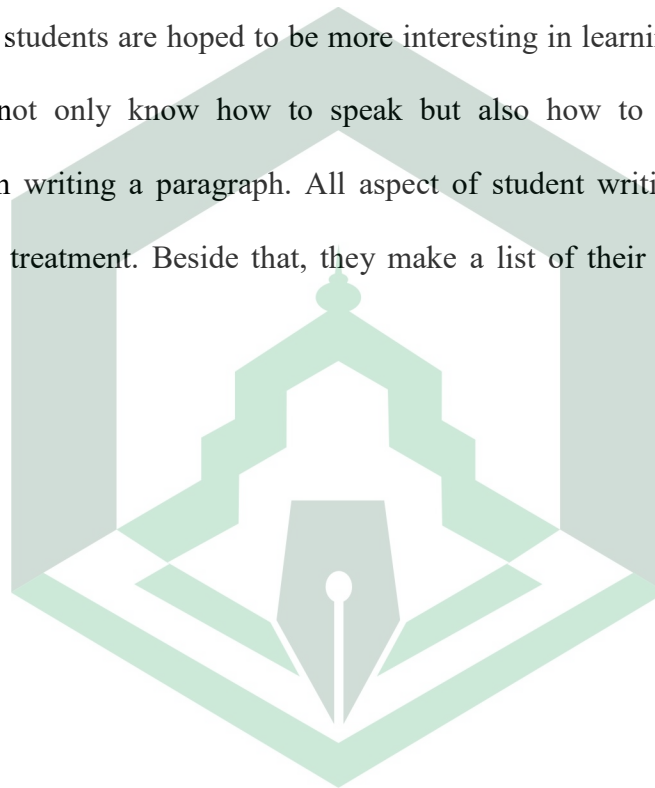
Table 4.20.

Mean score of pretest	Mean score of posttest
25.6500	53.1500

Chart of students' correct answer in pretest and posttest

Bar chart of students' correct answer shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt reading skill by narrative text. The improvement of students' score shows that there is improvement of students' ability in writing skill. It presents that the students' ability in writing skill increased after they learnt writing skill by Lyric of song.

Then based on the result of this research, it is found that teaching writing by using lyric of song can improve the students' ability in writing. This study is supported by the Graham and Perin states that one of the strategy that can be used in teaching writing with using lyric of song. This strategy will help the students in developing and arranging the ideas and also organizing the idea. By using this strategy the students are hoped to be more interesting in learning English and they are hoped not only know how to speak but also how to write English well especially in writing a paragraph. All aspect of student writing is increase after conduct the treatment. Beside that, they make a list of their ideas to make easy writing.²



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² Graham at all, Building writing competence, London. Second edition 2011. P 16

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion at the previous chapter, the researcher can conclude that using lyric of song in teaching writing is effective in increasing writing skill at the second year student of English Education Program and Teacher Training of IAIN Palopo. It was proven by there was a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 25,65 and the students' mean score in posttest is 53,15. Moreover, it also can be seen by t-test of the students' writing achievement was smaller than $\alpha = (0.00 < 0.05)$.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1. The English lecturer of English Tarbiyah and Teacher Training Program can apply song in teaching English, especially in increasing the students' writing skill.
2. It is suggested for the students to increase the ability mastery in English especially writing skill.
3. The future researcher expected to conduct a research to find another significant of song other English language skills.

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