

The Effect of Outdoor Classical Music as an Alternative Media for Teaching Students in Writing Narrative Text in MAS Alwashliyah Marbau in Academic Year 2019/2020

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ABSTRACT

This research was aimed to find out The Effect Outdoor Classical Music as an Alternative Media for Teaching Students in Writing Narrative Text in Mas Alwashliyah Marbau. The sample of this research were taken from class X MAK as many as 29. The instrument for collecting data by using essay in writing narrative text test. After analyzing the data, the writer got; T-calculation is 3, 46 and t-table is 2, 8. t-calculation is higher than t-table. The number of subjects in this experiment for experimental and control groups were 29. The t-value is higher than t-table (3,46 > 2,8) so the difference is statistically significant. It means that there was significant effect of Outdoor Classical Music As an Alternative Media For Teaching Students in Writing Narrative Text in Mas Alwashliyah Marbau.

Keywords: Effect, Outdoor Classical Music, Writing Narrative Text,

INTRODUCTION

Now days English become an international language, because most of all countries use this language as communication especially in writing. Actually there are four kind of skills in learning language such as listening, speaking, reading and writing. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

There are many genre of writing such as narrative text, procedure, recount text and etc. Narrative text is kind of text to retell the story that past tense or an imaginative story to entertain people, deeply Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Generic structure in narrative text like orientation, set the scene its about where and when the story happen, introducing participant of the story who or what is involve in the story, complication, it is tell beginning of story, resolution the problem of the story and re-orientation the closing of the story.

Base on observation result that was conducted in MAS AL Washliyah Marbau, the researcher found some problems in English subject, actually the

problem that they had not only writing but because writing lesson problem more dominant than others, the student problem in writing like students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks. The facts above frequently happen in many schools, it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text and also Students are not relax in learning process. Therefore, some great way or method were needed to bring out their ideas. all of that information the researcher got from the English teacher and student.

Choosing the study method is not easy, but teacher can find what student loves such music. Almost all of student love music. There are many research that show music is good education such as research by Kevin. N. White (2007) under the title. The effect of Background Music in the classroom on the productivity, motivation, and behavior of tenth grade students in Colombia, the result suggest the overall class met the project's main points. Implementing background music in the tenth grade classroom at Logan senior high school has proved to be an effective tool.

The music which is used in education is classical music. "According to Hornby (2010:208) classical music is written in a western musical tradition, usually using an established form and not played on electronic instruments. Classical music is generally considered to be serious and to have a lasting value."

Listen classical music give the listener calm and relax feeling. It is what students need. Most students feel uncomfortable when they learning English. Especially in writing narrative text, in which serenity is needed in arrangement of word to describe thing. And it added nature environment such as outdoor will created a joyful learning, student will be easy to observe the object of writing because student is limited with nature. And this method is called outdoor classical music that is focused give student relax condition when learning.

Using music as teaching method has invited many researcher to find out the effect on language teaching especially in writing descriptive such as the research by Tusyanah et.au (2016) under the title the contribution of classical music given outdoor to improve Indonesian high school students ability in narrative text writing, the result of the research showed that application of cm60 actually gave contribution in improving students skill produce narrative text.

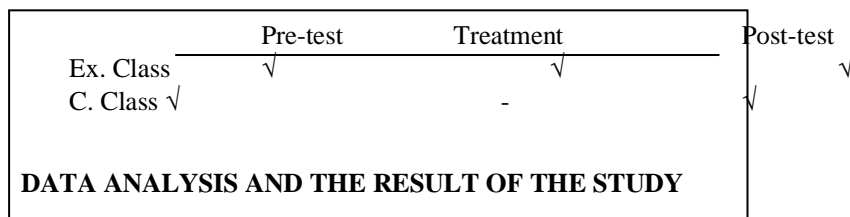
Conceptual Framework

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. In learning narrative text there are still obstacles encountered when learning English, students are less focused and easily bored which can lead to constraints of the Narrative text learning process. From the constraints of learning English that have been described, then to overcome these problems, we need a learning model. The learning model not only functions as a plan for delivering material, but also for managing learning activities so as to create good learning interactions between educators and students. Learning model that can increase student interest in learning is classical music. **METHOD OF RESEARCH**

The population in this study were students of class X (tenth) MAS Al-Washliyah Marbau. Which consists of 3 classes with a total of 79 This study uses Simple random sampling with the Slovin formula (in Riduwan, 2005: 65) to find the number of samples representing the population with an error rate of%. The sample was used in this study is the saturated sample technique because the relatively small population is less than 30 (Sugiyono 2012: 85). The sample was taken class X MAK as many as 29.

The research method used by researchers is to use quantitative experimental research methods. The design used in this study was Quasi Experimental and used the Nonequivalent Control Group Design model. Before being given treatment, both the experimental group and the control group were given a test namely the pretest, with the intention of knowing the group's condition before treatment. Then after being given treatment, the experimental group and the control group were given another test namely posttest, to find out the state of the group after treatment. This is to find out the extent of the influence of the outdoor classical music learning model in writing descriptive text. Research conducted to compare between the control class and the experimental class. The control class was treated using conventional methods without using outdoor classical music. While the experimental class was given treatment by using the outdoor classical music. The research design used is as follows (Sugiyono, 2010: 76).

Table 3.1
Research Design Concept



Validity Reliability Test

In this the researcher have ten item (instrument) on essay form which have been given to the student, all item have been tested by validity test by correlation product moment formula. Base on the table of validity test

the item of 5, 6, 8, 9 and 10, lower than r_{table} and beside of that numbers are more than $r_{table} = 3.673$. By that test there are 5 items valid and 5 invalid. (table in appendix 2)

Reliability Test

From the calculation result of reliability test, $r_{count} = 3.17$ and $r_{table} = 0.306$. sig. 0.5. if $r_{count} \geq r_{table}$ the instrument is reliable. so $r_{count} = 3.17 \geq r_{table} = 0.306$ the conclusion is the instrument is reliable (Appendix 3).

Data Normality Test

From the table normality test (Appendix 4) of Post Test on experiment class, it can be seen that Liliefors observation or $L_o = 0.105$ with $n = 29$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of $L_o (0.105) < \alpha L_t (0.161)$ and from the table normality test of control class, $L_o = -0.148$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of $L_o (-0.061) < \alpha L_t (0.161)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is normal. While, from the table normality test of Pre Test on experiment class, it can be seen that Liliefors observation or $L_o = -0.0161$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of $L_o (-0.0161) < \alpha L_t (0.161)$ and from the table normality test of control class, $L_o = 0.111$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of $L_o (0.111) < \alpha L_t (0.161)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is normal.

Homogeneity Test

Homogeneity test aims to determine whether the experimental group and the control group come from the same sample (homogeneous). The data used to determine whether or not homogeneous the two groups are taken from the final test for each group. This can be seen in this table and the calculations in appendix 6

Table 4.1
Test the Homogeneity of Both Samples

C l a s s n a m e	R e a l L e v e l	F c o u n t	F t a b l e
E x p e r i m e n t	$\alpha = 0 . 0 5$	0 . 0 0 8	4 . 1 8
C o n t r o l			

Based on the table above obtained $F_{count} = 0.008$ at the real level $\alpha = 0.05$ with $V_1 = 29$, $V_2 = 30$ obtained $F_{table} = F_{count} = F_{(0.05)(30,30)} = 4.18$, so it is known that $F_{count} < F_{table} (0.008 < 4.18)$. Then it can be concluded that the variances of the two samples are the same, or both groups are homogeneous.

Hypothesis testing

T-calculation is 3, 46 and t-table is 2, 8. t-calculation is higher than t-table. The number of subjects in this experiment for experimental and control groups were 29. The t-value is higher than t-table ($3.46 > 2.8$) so the difference is statistically significant. Based on the computation there was significant difference between teaching narrative text using outdoor classical music and teaching narrative text without using outdoor classical music.

Discussion

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

The result of the experiment group is higher than that of the control group; mean of experimental group is 20.60 and 17, 72 for the control group.

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

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

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

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

Conclusion

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

The two groups are at the same level. Meanwhile, the final result shows that the students get better if they are taught using outdoor classical music rather than those without using outdoor classical music. The result of the experimental group is 20.60 and the control group is 17.72.

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

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

- 1) It needs a lot of teaching media such as a tape recorder and some
- 2) cassettes. In addition, the choice of the classical music composition should be related to the topic.
- 3) The teacher will have a problem with the noise from the surroundings.
- 4) Not all of students like classical music.

The writer must have a willingness to spend his own spare time at home for searching suitable materials.

Suggestions

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

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

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