THE EFFECTIVENESS OF MUSIXMATCH APPLICATION INTEAM PAIR SOLO TECHNIQUE FOR TEACHING NARRATIVE WRITING

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Abstract

This paper presents the results of a quasi-experimental research aimed to find out whether Musixmatch and Team Pair Solo technique are effective for teaching narrative writing. There were 69 tenth grade students of a senior high school in Brebes, Central Java participating in this research. They were categorized into two groups named experimental and control group. To make it easier to understand, the result of this study is presented in the form of statistical data. The analysis result of the research showed that the use of Musixmatch and Team Pair Solo technique are more effective than the use of lecturing method for teaching narrative writing. This is shown by the post-test scores of the both groups, which was 81.74 for the experimental group and 77.00 for the control group. Furthermore, the result of Sig. (2-tailed) of T-test, which was 0.000,proved that there was a difference between students who were taught by using Musixmatch and Team Pair Solo technique and those who were taught by lecturing method.

Keywords: musixmatch, technique, writing, narrative.

INTRODUCTION

English is a united language that is very important to learn because there are many advantages that can be gained from it. For example, English has been playing a major role in many fields including medicine, engineering, and education in this world. Thus, it becomes one of compulsory subjects taught in junior high schools, senior high schools, even at universities in many countries including Indonesia. With English being included in the curriculum, it was expected that most Indonesian students can acquire English as a foreign language.

According to Kurikulum Tingkat Satuan Pendidikan (KTSP), in Indonesia, there are four kinds of English skills that are supposed to be acquired by students: speaking, listening, reading, and writing. These skills are the objectives of teaching and learning English in Indonesia as a foreign language and they are related to one another. The skills themselves cannot be separated because they give contribution to one another.

Writing is one of the most important and difficult language skills. Being able to write is a vital skill for speakers of a foreign language as much as for every one using their own first language. Writing makes the readers comprehend the information because they are able to read it repeatedly until they understand the point.

Writing is taught at school and considered as the most difficult skill to master in learning English. In the realization, therefore, teaching writing is not as easy as merely asking students to write something. To result in a good product of writing, teaching how to write needs to be oriented not only on the product, but also on the process of it.

Using a number of media that support the learning process of writing is also important. The use of media helps students to be more enthusiastic to the lesson delivered by the teacher. In teaching writing skills, the use of media are very important not only for the students but also for the teacher because it helps deliver the teaching materials.

Based on the writers' experience in teaching practice program, there are some problems in teaching writing. The first problem is that most students are not able to express their ideas in good writing. They usually find difficulties in expressing their thought in writing because they do not have sufficient knowledge of vocabulary and grammar. They say they have no idea what to write. They also find some difficulties in organizing their ideas and sentences in written form. However, those are not actually the only problems faced by the students in writing. Students find difficulties in understanding the type of the text they want to write as well.

The other problems are from the teacher. Teachers seldom give students feedback on their work. They usually ask the students to write a text, submit it, and just return the marked sheets without discussing them with the students. The students get the mark without knowing their strengths and weaknesses. It doesn't help students improve their writing ability.

Another problem appears when the teacher teach writing in the class conventionally. For example, the teacher explains the materials of narrative text to his students orally. At the end of the lesson, the teacher asks the students to write a simple narrative text based on his/her explanation. Most of the students find difficulties in creating the story. They do not know how to start and construct a narrative text. In the end, they just copy out a text from their text books or other sources.

Based on the observation during writers' teaching practice, many factors affected the effectiveness of teaching writing skills. One of them is media and technique that help teacher delivers the materials. The teacher should deliver the materials with attractive media and technique so that the students are able to understand it easily.

Nowadays, a lot of teachers use media and technique to teach narrative text. However, only some of them use attractive quality media and technique which make students deeply interested in the subject and help them enjoy the learning process as well. In order to conduct a learning process, teacher should employ attractive media and good teaching technique.

This study focused on teaching narrative writing only, which is included on the materials in English lesson for senior high school. In this study, the writers used media and technique that can be used in teaching narrative writing in order to know whether this particular media and technique are effective to teach narrative writing. In this

study, Musixmatch, which is an attractive and trending application among teenagers, was used to help improve students' competence of writing narrative text.

Besides, the writers used Team Pair Solo as a technique which is a method in teaching and learning process which allows students to learn, work, and help each other in small group. Furthermore, the use of this media and technique was aimed to make students understand the materials better and have fun during the lesson. Using said media and technique was expected to make students feel supported and motivated to learn English.

There have been some researches carried out regarding the use of media and techniques to improve students' ability in writing various types of text. Some others were conducted to analyze which media and technique that were effective to teach students. Teaching and learning English needs to be supported with media in order to make students understand the material easily. In order to back this study, below are some previous studies related to this study.

There are some studies dealing with the use of media in teaching writing skills especially in narrative text. The first researcher is Khasanah (2012) who conducted a research entitled *The Use of Winamp MiniLyrics to Improve the Students' Ability in Narrative Writing (An experimental research at Year XI of SMA Negeri Bawang in the Academic Year of 2012/2013)*. The purpose of this research was to find out students' achievement in writing narrative text using Winamp MiniLyrics and to find out the effectiveness of using Winamp MiniLyrics for students in senior high school. Based on this research, the achievement of the students who were taught by using Winamp MiniLyrics were higher than those who were not. The result proved that Winamp MiniLyrics was an

effective means to apply for students on that grade to help them learn English.

Another study was conducted by Rizkiyanto (2014). The title of the study was *Comparison between Using Authentic Song Lyrics and Pictures as Media to Teach Students' Writing Competence of Narrative Text (An Experimental Research at Eleventh Grade Students of SMA Negeri 2 Semarang in the Academic Year of 2013/2014)*. The purpose of this research was to find out the difference of students' achievement in terms of competence improvement in writing narrative text between using authentic song lyrics and pictures and to know which one is more effective. The result of the study showed that using authentic song lyrics was more effective than pictures in helping students writing narrative text.

After learning some studies related to the use of media in teaching narrative writing, studies mentioned above can be said to be the evidence that there are a lot of media that can be used to help students overcoming their difficulties in writing. Similar to those studies, the writers, through this study, tried to come up with another solution by using different media that can help students overcome their problems in writing.

In this study, the writers used new media, Musixmatch, that can be used in teaching narrative writing. Besides, unlike other researches, in this study the writer employed Team Pair Solo technique. It is a method in teaching and learning process which allows students to learn, work, and help each other in small group. This technique was used in order to know whether the media and technique were effective for teaching narrative writing.

Writing

Writing is the written productive language skill. Meyers (2005:2) states that writing is speaking to others on a piece of paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. It is the skill of the writer to communicate information to a reader or group of readers. As a process, writing is an action of discovering and organizing ideas, transferring them into words, putting them on paper, reshaping and revising them.

According to Brown (2001:341-2), there are some characteristics of written language. They are complexity, distance, formality, orthography, permanence, production time, and vocabulary. Moreover, writing is considered to be the most difficult skill compared with others language skills. Therefore, to make a good writing someone needs more and more practices because writing skill is complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements.

Beside of the characteristics of written language, there is components of writing. Brown (2004:167-9), states there are five components of writing required to produce a good text. The first is organization. It is how a writer organizes his writing. The content should be well-organized from the introduction, body and,lastly, conclusion. Second is content. The logical development of ideas. In other words, a writer is expected to express and develop his/her ideas into writing logically. The logical development ideas of writing will make it easy for the readers to get the substances of a writing. The next is grammar. A writer has to employ grammatical forms and syntactic patterns. The fourth is mechanics. It is the use of the graphic conventions of the language which includes the correct use of punctuation and spelling.

The last is style, which meansemploying vocabulary, quality of expression and register.

Mayers (2005:3) states that there are six important elements in writing process that can help every writer to produce a good text, including narrative text. They are exploring ideas, prewrite, organize, write a first draft, revise the draft, and produce the final copy. Therefore, the steps mentioned should be seriously considered by writers to produce a quality text.

Narrative Text

Narrative is a text which tells a story using a series of events. Its social function is to amuse, entertain and to deal with actual or vicarious experience in different ways (Gerot and Wignell 1994:204). It can be taught in junior and senior high schools. Anderson (1997:6) states that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. We can see that a narrative text tells us about the past story in order to amuse or entertain the readers about the story that has been made from the Anderson's statement.

Teaching Writing in Senior High School

As one of the four language skills, writing, like other skills, is taught in schools and is considered as the most difficult skill to master in learning English. In reality, therefore, teaching writing is not as easy as just asking students to write something. To result in a good product of writing, teaching writing needs to be oriented not only on the product, but also on the process of writing. Harmer (2004:5-6) explains that writing is a recursive process. It means that in the process of planning, drafting, revising and editing, we will often re-plan, re-draft and re-edit before we get the product of writing.

Basyirudin (2013:1-3) explains that teaching writing in senior high school is different from teaching writing in junior high school. The students of senior high school are expected to develop their communication in written and spoken form to deliver the information because they are prepared to continue their study to university level. In order to do that, the teachers have to motivate, support, and provoke the students to write as much as they can.

Teaching students in senior high school is more difficult than teaching students in junior high school. One of the reasons is that the students in senior high school are reaching their adolescent period. They want to find out who they really are and what they are going to be. Students in the adolescent period often have low respect to their teachers and difficult to teach. In order to make them interested in the material that teachers deliver, the teachers have to use a number of media and technique that support the lesson.

Based on the explanation, the use of media and technique help students be more enthusiastic about the lesson delivered by the teacher. So, in the teaching process, the use of media is very important not only for the students but also for the teacher. Meanwhile, the use of technique is a way to help students easily comprehend the point of the material given.

Musixmatch

Ciociola (2010) states that Musixmatch is an application that combine songs and lyrics. It gives the possibility to the listener to read the lyrics from the screen of the listeners' device, both Android or PC. If a song is played and the lyric is activated, an image of the band or the song will appear along with the lyrics.

Harry (2012) explains that Musixmatch is a global lyrics provider that offers its service in 20 different languages. In addition, it has developed a leading application for mobile, desktop or tablet and it has created a powerful Application Programming Interface (API) that can be used with any site or application. It is the world's largest official lyrics catalog enabling developers and music fans around the world to quickly and easily harness the power of online lyrics. It allows anyone to easily plugin and distribute authorized lyrics. It is completely compatible with lots of music applications for Android like Winamp, Google Music, WIMP, iTunes, Archos Music **Player** or Spotify. We can listen to music through these applications and even then keep playing the lyrics from the application.

It is a very useful tool for anyone who will learn English, especially for language learning because we will be able to enjoy the lyrics of song from a clean and comfortable interface. That way, Musixmatch can be used as a media to improve students' competence ofwriting narrative text.

Team Pair Solo

Team Pair Solo is one of cooperative learning structures proposed by Kagan (2009:12-22) that demands the students to work not only in group, but also in pairs and on their own. Team Pair Solo is one of Kagan's structures which build in pressure and support which is the combination of positive interdependence and individual accountability.

Team Pair Solo can be applied to a variety of tasks and subject areas including math, writing, reading tasks, etc. Students can assess their ability to solve the problems independently. Team Pair Solo works well for problems and concepts that students would either be too intimidated or just incapable of doing on their own.

The following are procedures of Team Pair Solo strategy :

1) The students work as a team to solve a problem or accomplish a task;
2) The teams break into pairs and students work on either the same problems, or a related one;
3) Finally, the pairs break up and the students work individually to complete the same or a related task.

There are, thus, three steps in Team Pair Solo. First, students work in team doing the task. In this step, students are encouraged to share their ideas and help each other strengthen their ability in solving problems. Afterwards, students work in pairs to further refine their ideas. Finally, students work independently (solo) to produce their final task.

METHODOLOGY

This research was aimed to find out the effectiveness of Musixmatch and Team Pair Solo technique for teaching narrative writing. It was conducted in a senior high school in Brebes, Central Java with 10th grade students of the academic year 2015/2016 as the objects of the study. In this research, two classes were taken as sample. The sample of the study consisted of a class consisting of 35 students for experimental group and a class consisting of 34 students for control group. The experimental group was taught by Musixmatch and Team Pair Solo technique while the control group was taught usinglecturing method. The testing results would be used as the basis for further statistical calculation by using SPSS program version 20 in order to draw the conclusion of the experiment.

The independent variable of this research was the use of Musixmatch and Team Pair Solo technique for teaching narrative writing. While the dependent variable of this research was students' score in writing narrative text calculated based on the criteria in the rubric score of writing skills.

There are two hypotheses in this research which are alternative hypothesis and null hypothesis. The alternative hypothesis (H_1) is there is an effectiveness of Musixmatch and Team Pair Solo technique to teach writing of narrative text; while the null hypothesis (H_0) is there is no effectiveness of Musixmatch and Team Pair Solo technique to teach writing of narrative text.

The instrument of this research was in the form of test. The test must fulfil some important qualifications, which are valid and reliable. Therefore, the writers used an investigator triangulation to check the validity of the instruments of this research.

To collect the data regarding students' competence of writing narrative text, the writers gave the writing test to the students as an instrument and used tests (pre-test and post-test) as a research instrument. In the pre-test, the students in both groups either experimental or control group were given writing narrative test in given topic, which was "life".

After the pre-test, the students were given treatment. The treatment was given to the students in four meetings for each group. The experimental group was taught using Musixmatch and Team Pair Solo technique, while the control group was taught usinglecturing method. The treatment given contained the same topic in both groups. In the experimental group, the students was given a song from the writers.

After that, the writers played a song chosen as a material to the students with Musixmatch and before the writers played the song, they asked the students to make a group consist of four students in a group.

In the group, the writers asked the students to listen and look at the lyrics on screen carefully. Then, they played the song twice to make students familiar to the lyrics of the song. After that, the writers made sure that the students understood difficult words. Later he asked the students to work in pairs and talked about the song together. Lastly, the writers asked the student to make a narrative text based on the chosen song with their own words. When the students finished their narrative text, the writers asked the students to submit it. Mean while, the students in the control group were taught by their English teacher using lecturing method.

After conducting the treatment, a post-test was given. It was aimed to find out how the students' writing in narrative text changed after being given the treatment. In the post-test, the writers asked the students in both groups to make a narrative text based on the given theme. After getting the data, the writers measured the normality and homogeneity of the data to find out the Independent Sample T-test by using SPSS program version 20.

RESULTS AND DISCUSSION

The writers started this experimental research from March 16th 2016 until April 20th 2016. The subjects of the study were senior high school students of academic year 2015/2016 in Brebes, Central Java. Before the experiment was carried out, the students in both of groups were given a pre-test.

The test that was used in the pre-test was writing test. Pre-test was aimed to know the students' prior knowledge of writing narrative text. The pre-test of control group and experimental group were conducted on March 9th 2016. All students of both groups were asked to write a narrative text based on a topic given. The topic of the narrative text was "life". The students were given a free hand to choose one familiar story and wrote it using their own words or use their imagination to create a new narrative text. In the pre-test, the students were given 60 minutes to write their narrative text. The students were not allowed to consult a book or any kinds of sources to write their narrative text. However, the students were allowed to ask the teacher or look up words in the dictionary to find difficult words.

The writers used analytic scale for rating composition tasks by Brown as guidance to score students' narrative text. There were five components to be scored in this test; they were organization, logical development of ideas/content, grammar, punctuation, spelling, and mechanics, and style and quality of expression. The maximum score for each component is 20. As a result, the total of the score is 100. The rubric was showed in table below.

Table 1

Scoring Students composition of Narrative Text based on Brown

Score \ Aspects	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable – not	5-1 College – Level Work
1. **Organization: Introduction, Body,**	Appropriate title, effective introductory paragraph,	Adequate title, introduction, body and conclusion of	Mediocre or scant introduction or conclusion;	Shaky or minimally recognizable introduction;	Absence of introduction or conclusion; no apparent

		topic is stated and leads to body; supporting evidences given for generalizations; conclusion is logical and complete.	essay are acceptable but some evidences may be lacking.	problems with the order of ideas in body.	severe problems with ordering of ideas; lack of supporting evidences; conclusion is weak and illogical.	organization of body.
2.	**Logical development of ideas: content**	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous materials; essay reflect thought.	Essay addresses the issues but misses some points; Idea could be more fully developed; some extraneous material is present.	Development of ideas is not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.	Ideas incomplete; essay doesn't reflect careful thinking or was hurried written; inadequate effort in the area of content.	Essay is completely inadequate and doesn't reflect college level work; no apparent effort to consider the topic carefully.
3.	**Grammar**	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems doesn't influence communication; no fragments or run-on sentences.	Grammar problems are apparent and have a negative effect on communication; run-on sentens or fragments presents.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some area clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message, reader can't understand what the writer was trying to say.
4.	**Punctuation, spelling, and mechanics**	Correct use of English writing convention: all needed capitals, paragraphs intended, punctuation and spelling;	Some problems with writing conventions or punctuations; occasional spelling errors; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere	Parts of essay not legible; errors in sentence punctuation; unacceptable to educated reader.	Complete disregard for English convention; paper illegible; obvious capitals missing, severe spelling

| 5. **Style and quality of expression** | Precise vocabulary usage; use of parallel structures; concise; register good. | Attempts variety; good vocabulary; not wordy; register OK; style fairly concise. | Some vocabulary misused; lack awareness of register; may be too wordy. | Poor expression of ideas; problems in vocabulary; lack variety of structure. | Inappropriate use of vocabulary; no cobcept of register or sentence variety. |

(Brown, 2004:244)

After the students finished the test, the score was accumulated. The total score of pre-test for the experimental and control group were 2031 and 1871 respectively. The mean score were each 58.03 and 55.03. To prove that those groups were at the same level of proficiency, the writers must find the Independent Sample T-test. Before that, the writers calculated the normality and homogeneity of the data. After the data had been normally distributed and homogeneous, the writers computed the Independent Sample T-test.

Table 2
The Independent Sample T-Test of the Pre Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference		
									Lower	Upper	
Score	Equal variances assumed	1.996	.162	2.017	67	.048	2.999	1.487	-.994	6.942	
	Equal variances not assumed			2.010	63.454	.049	2.999	1.492	-.962	6.961	

If t-value is higher than t-table then there are difference between the experimental and control group. If Sig. (2-tailed) is lower than 0.01, there are differences between the control and the experimental group. It can be seen from the table above that the score of t-value (2.017 and 2.010) were not higher than t-table value (2.032) and Sig. (2-tailed) value 0.048 and 0.049 were higher than 0.01. It could be concluded that there was no significant difference in achievement between the experimental and the control groups on the

pre-test, which means students' writing ability from both groups were at the same level.

The post-test for both group were conducted on April 20th 2016. The students were given 60 minutes to write a narrative text. In the post-test, the experimental group students were asked to write a narrative text based on a song given which was played using Musixmatch. The writers used a song entitled "Heal the World" by Micheal Jackson. Meanwhile, the control group students were asked to write a narrative text based on lecturing method by the teacher. It was aimed to measure the students' writing ability after the treatment. The total score of the post-test of the experimental and control group were 2861 and 2618 respectively. The mean score of the post-test were 81.74 and 77.00. After calculating the normality, the writers found the homogeneity of the post-test score before conducting t-test to find the significant difference.

Table 3
The Homogeneity of the Score Post test

Levene Statistic	df1	df2	Sig.
.002	1	67	.969

The result above shows that the p-value (Sig.) was 0.969. It was higher than 0.01. It meant the data was homogeneous. By knowing the result of the post-test homogeneity, the writers concluded that the population of the two group was homogeneous so the t-test could be counted. The result of the T-test calculation was as follows.

From the table, it can be seen that the Sig.

Table 4
The Independent Sample T-Test of the Post Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					99% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.002	.969	4.512	67	.000	4.743	1.051	1.956	7.530
	Equal variances not assumed			4.517	66.888	.000	4.743	1.050	1.959	7.527

(2-tailed) score is 0.000. Since it was less than 0.01, H_1 is accepted. In conclusion, there was a difference between students who were taught using Musixmatch and Team Pair Solo technique and those who were taught merely using lecturing method. Furthermore, the mean difference, which was 4.743, was positive. It could be concluded that Musixmatch and Team Pair Solo technique are more effective for teaching narrative writing.

CONCLUSION

Based on the interpretation of the data, the writers came to a conclusion that Musixmatch and Team Pair Solo technique were effective for teaching narrative writing. It was proven by the result of the students' pre-test and post-test score in the experimental group. The average of the pre-test score was 58.03, while the average of the post-test score was 81.74. The students' score improved by 23.71 points. Students in the experimental group were also enthusiastic to have Musixmatch as a learning media and Team Pair Solo as a technique in their English class.

In addition, the Independent Sample T-test of the post-test showed that Sig. (2-tailed) score was 0.000. Since it was less than 0.01, it showed that the alternative hypothesis (H_1) was accepted. It meant that there was difference between students who were taught using Musixmatch and Team Pair Solo technique and those who were taught using lecturing method.

Furthermore, the mean difference, which was 4.743, was positive. It could be concluded that Musixmatch and Team Pair Solo technique were effective for teaching narrative writing compared to lecturing method, especially for senior high school students. This research had proven that a combination of a media and a technique brought an impact to students' achievement in writing narrative text.

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