

**IMPROVING THE STUDENTS' WRITING ABILITY
THROUGH HYPNOSIS LEARNING
WITH MUSIC METHOD**

*(A Classroom Action Research at the Second Grade
of SMP Negeri 6 Masamba)*

SKRIPSI

By
IRDAYANTI
NIM 4511101196

BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
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Submitted in Partial Fulfillment of the Requirements
For the Sarjana Degree (S.Pd.)

UNIVERSITAS

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Arranged and submitted by

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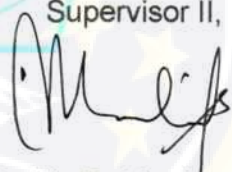
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*Improving the students' Writing Ability Through Hypnosis Learning with Music Method (A classroom Action Research at the Second Grade of SMP Negeri 6 Masamba)*". beserta seluruh isinya adalah benar-benar hasil karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam hasil karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar,

2015

Membuat Pernyataan



IRDAYANTI

ABSTRAK

IRDAYANTI, 2015. Meningkatkan Kemampuan Menulis Siswa Melalui Metode *Hypnosis Learning With Music* (Penelitian Tindakan kelas di kelas II SMP Negeri 6 Masamba), Dibimbing oleh Drs. H. Herman Mustafa, M.Pd. dan Dra. Dalia D. Moelier, M.Hum.

Peneliti menggunakan Penelitian Tindakan Kelas (PTK). Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan siswa dalam menulis teks deskriptif dalam proses pembelajaran melalui METODE *Hypnosis Learning With Music*.

Dua siklus telah dilakukan, di mana setiap siklus terdiri dari empat pertemuan. Ini bekerja menulis tes sebagai instrumen. Sejumlah subyek penelitian adalah 39 siswa kelas II SMP Negeri 6 Masamba dilakukan dari 18 perempuan dan 21 laki-laki. Peneliti mengambil data real dari sekolah untuk mengetahui kemampuan siswa dalam menulis teks deskriptif.

Hasil tes menulis siswa pada siklus I dan siklus II telah meningkat dalam nilai yang berbeda. Ada ditingkatkan oleh siswa pada akhir tindakan siklus kedua. Hasil penelitian menunjukkan bahwa penggunaan metode *Hypnosis Learning With Music* dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif. Skor sarana siswa dalam tes diagnostik adalah 65,35 menjadi 68,10 pada siklus I, dan setelah revisi pada siklus II nilai rata-rata pada siklus 2 adalah 71,25 dengan menerapkan metode *Hypnosis Learning With Music*.

ABSTRACT

IRDAYANTI, 2015. *Improving the students' Writing Ability Through Hypnosis Learning with Music Method (A classroom Action Research at the Second Grade of SMP Negeri 6 Masamba)*, guided by Drs. H. Herman Mustafa, M.Pd. and Dra. Dahlia D. Moelier, M.Hum.

The researcher used A Classroom Action Research (CAR). The aims of this research are to find out the improvement of students' ability in writing descriptive text in learning process through Hypnosis Learning with Music Method.

Two cycles had been conducted, where each cycle consisted of four meetings. It employed writing test as instrument. A number of subjects of the research were 39 students in the second grade of SMP Negeri 6 Masamba conducted of 18 women and 21 men. The researcher took real data from the school to know the students' ability in writing descriptive text .

The results of the student's writing test in cycle I and cycle II had improved in different scores. There was improved by students at the end action of second cycle. The research findings indicated that use of Hypnosis Learning with Music Method could increase the students' ability in writing descriptive text. The means scores of students in Diagnostic test was 65.35 became 68.10 in cycle I, and after revision in the cycle II the mean score in cycle 2 was 71.25 by implemented of Hypnosis Learning with Music Method.



ACKNOWLEDMENT

Gratitude for the presence of Almighty God, with all the abundance of grace so that this skripsi can be resolved. Skripsi with the title "Improving the students' Writing Ability Through Hypnosis Learning with Music Method (A classroom Action Research at the Second Grade of SMP Negeri 6 Masamba)" was set up to meet the academic requirement to obtain a bachelor's degree education.

The researcher realizes that in carrying out the research and writing this Skripsi, many people had contributed their valuable suggestion, guidance, assistance, and advice for the completion of this Skripsi. Therefore I would like to thank them:

1. Prof. Dr. Muhammad Yunus, M.Pd. the dean of teacher training and education.
2. Rampeng, S.Pd., M.Pd. the head of English education department of FKIP University "45" Makassar, who gave me valuable authorities and suggestion in doing Skripsi.
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4. The staff and all lecturers of the FKIP University "45" Makassar especially to the lecturers of English Department who taught me for many years.
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6. I would like to express my deepest prost profound and gratitude to my parents, my father Aser. S. and my mother Maria Rante for their prayer, financial, motivation and sacrificed. My thanks for all my lovely brothers and sisters for my success.
7. Special thanks to my friends H class for pray and motivation. I also do not forget to say thanks to my friends in my dormitory.
8. Finally, for all everybody that could not be mentioned one by one, may God almighty bless us now and forever.

Makassar, March 2015

The Writer

Irdayanti

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CHAPTER I

INTRODUCTION

A. Background

There are four skills that should be mastered by students in learning English. They are listening, speaking, reading, and writing. Since the language is a tool of communication, the teacher must be able to make the learner communicate information effectively both in spoken and written form as stated by Brown (1977).

Mary (1972) states that writing is one of the hardest things that people do because it requires thinking. He also says that, there are several components in writing that should be mastered in writing such as grammatical structure, vocabulary, coherence, organization, and content. Those components are related to one another in order to produce a good writing. The absence of one of those components will produce poor result of writing.

Based on the problems were found by the researcher through observation and teaching-learning process which has been done when PPL taken place and the result interview of the English teacher at Second Grade of SMP Negeri 6 Masamba stated that the mean score of the students' achievement in writing English is very low. It is about 65 mean score but the standard of curriculum 70.

From the problems above the researcher will apply one method in writing. This is an interesting method and it can improve the student's writing ability, namely Hypnosis Learning with Music. Hypnosis is a state of mind. After people learn about hypnosis they realize they have been in hypnotic states many times. Children are often in this state when they make-believe, daydream, listen intently to stories, and play video games. Adults experience hypnotic states deep in prayer or meditation. People in hypnosis often feel relaxed, peaceful, and detached from extraneous worries. In hypnosis, we can better imagine sensations: sights, sounds, smells, touch. Sugarman (1999)

This method will be applied with interesting situation in the classroom, where is music as a key to give situation more relax and make the students are not tense in learning process, especially in English. Ostrander and Schroeder cited in Lozanov (1998) said that music, with its 60 beats per minute and specific rhythm, created the kind of relaxed states of mind for maximum retention of material. It is believed that music creates a level of relaxed concentration that facilities the intake and retention of huge quantities of materials. Music helps the suggestopedic student to reach a certain state of relaxation.

Based on the factual information and explanation above, the researcher is interested in conducting a class action research under the title *"Improving the Students' Writing Ability trough Hypnosis Learning with Music"*

B. Problem Statement

Regarding to the background above, the researcher formulated research question as follow:

1. How is the improvement of the Students' ability in writing descriptive text focused on content using Hypnosis Learning with Music Method at the Second Grade of SMP Negeri 6 Masamba?
2. How is the improvement of the Students' ability in writing descriptive text focused on organization using Hypnosis Learning with Music Method at the Second Grade of SMP Negeri 6 Masamba?

C. Objective of the Study

The objectives of the research to find out:

1. The improvement of the Students' ability in writing descriptive text focused on content using Hypnosis Learning with Music Method at the Second Grade of SMP Negeri 6 Masamba.
2. The improvement of the Students' ability in writing descriptive text focused on organization using Hypnosis Learning with Music Method at the Second Grade of SMP Negeri 6 Masamba.

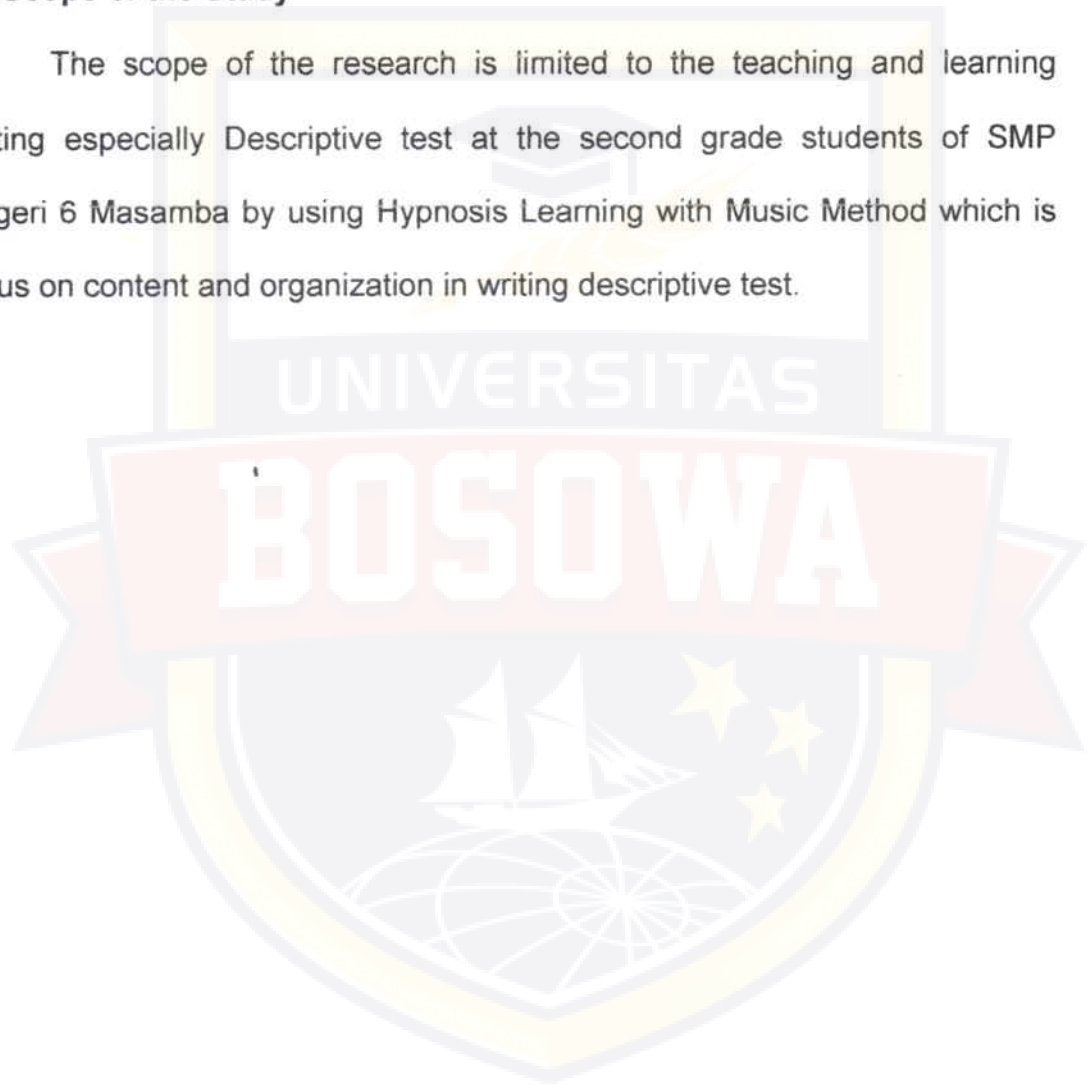
D. Significance of the Study

Significance of the study is to improve the students' writing ability of descriptive text by using Hypnosis Learning with Music Method; for the

lecturer it is expected to be one contribution to the teaching of English especially in writing subject.

E. Scope of the Study

The scope of the research is limited to the teaching and learning writing especially Descriptive test at the second grade students of SMP Negeri 6 Masamba by using Hypnosis Learning with Music Method which is focus on content and organization in writing descriptive test.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

Syukur (2011). Thesis. *The Implementation of Hypnoteaching Method in Improving Students Writing Ability*. The implementation of Hypnoteaching method as independent variable and the students writing ability as dependent variable. The data was collected through writing test administered in pretest and posttest of each class. The result of data analysis shows that t-test value is greater than t-table value ($5.34 > 2.056$) at level of significance (p) = 0.05 with degree of freedom (df) = 26. It means that there is a significant difference of writing ability between two classes and it indicates that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. Based on the findings and discussion of this research, it can be concluded that the implementation of Hypnoteaching method improves students writing ability.

Noer (2010). Thesis. *Using Hypnosis Learning in Improving the students' Writing Ability*. The result of the students score before Applying Hypnosis Learning Method is 50,62. And than after Applying this Method the students' score become 77,64. By using this method can improve the students' writing ability.

Stanton (2011). *Journal. Hypnosis for Children*. hypnosis is a natural state for children and can be used to increase the brain's ability to process and retain information. Hypnosis/ meditation increases brain plasticity while using the natural state of the precognitive child to increase brain function and develop brain structure which increases learning and retention of learned material.

Based on the previous findings above the researcher explains that his research is different from Syukurs', Noers', and Stantons' findings. Syukur's findings concern to the implementation of Hypnoteaching Method and Noers' findings concern to using Hypnosis Learning and Stantons' findings concern to Hypnosis for Children, while this research concern to using Hypnosis Learning with Music Method.

The other findings show that this research is same with Syukur's and Noer's findings. Syukur's and Noer's findings are concern in the students' writing ability.

B. The Concept of Writing

1. Definition of Writing

Byrne (1979) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked

together in certain ways. Writing involves the encoding of message of some kinds that translate through out into language.

Another statement about writing ability comes from Widdowson (1978) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Lindholm in Fatmawaty (2009: 13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely "what to write and how to write it". It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Graham and Perin (2007:3) explain that writing well is not just an option for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of

writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

2. The Importance of Writing

There are a lot of reasons why writing is important by Hairston in Saleha (2008: 5):

- a. Writing is a tool for discovery. We stimulate our thought process by the act writing into information and tab into information and image we have our unconscious mind.
- b. Writing helps us to organize our ideas. We can arrange them in coherent form.
- c. Writing generates new ideas by helping us to make connection and see relationship.
- d. Writing down ideas allow us to dictate ourselves form them.
- e. Writing helps us to observe and process information when we write a topic, we learn it better.
- f. Writing enables us to solve the problems by putting the element of them into written form, we can examine and manipulate them.
- g. Writing on a subject makes us active rather than passive learns of information.

While the other reason:

- a. People can read something because of writing so that we know everything.
- b. Through writing, we can express our ideas and also our feeling to other people.
- c. By expressing idea through writing, the writer can improve the way of delivery ideas and opinions in more appropriate way since she can check and revise her writing before being read by other people.

3. The Characteristic of Good Writing

There are some characteristic o good writing as Adelstein and Prival in Damayanti (2009: 15) states as follows:

- a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.
- b. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.
- c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.

- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

4. Types of Writing

a. *Narration*

Oshima and Hogue (1997: 27) explain that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this. *orientation, complication, and resolution.*

b. *Description*

Oshima and Hogue (1997: 50) explains that descriptive writing to the senses, so it tells how something looks, feels , smells, tastes, and/or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*

c. *Explanatory*

According to Litlell (1981: 122-140) There are three kinds of explanatory composition, they are:

1) Explaining a process

To write an explanatory composition that explains a process, rely on the same skills you have used in everyday situations. Explain the steps in the process briefly and clearly. Start with the first step and proceed through all the steps in the order in which they must be completed. It is essential that the steps be presented in the correct sequence and that they are accurate and complete.

An effective way to organize an explanatory composition that explains a process is to follow this plan. *introduction, steps in the process, and conclusion.*

2) Stating an opinion

An explanatory composition may express an opinion and explain why others should explain why others should accept that opinion. In an explanatory composition, you need to present strong, specific reasons or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: *introduction (express your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).*

3) Stating a definition

To write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs. Third, name the particular characteristic of the subject. By defining a subject you will be able to present a complete and informative picture of it. An effective way to organize an explanatory composition that stating a definition is to follow this plan: introduction (your definition serves as the topic sentence for the composition), body (the most informative way to develop a definition is with or with facts and figures), conclusion (the sums up the main idea of your definition).

5. Process of Writing

This section includes a description of the activities leading to the writing of the previous essay. These activities include prewriting, writing and rewriting.

a. Prewriting

Graham and Perin (2007: 18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through



reading or developing a visual representation of their ideas before sitting down to write.

Alexander (1990: VI-3) in this section, the students are required to cluster or list what they know for each topic before deciding on one topic as the subject of their report of information essay. Some students list subtopics for two or three choices and then select the topic that yield the greatest number of subtopics.

Oshima and Hogue (1997: 15) states that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates. You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or specific topic. Follow these brainstorming steps:

1. Write down your general subject or specific topic.
2. Make a list everything that comes to your mind about it.
3. Use words, phrase, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

b. Writing

Graham and Perin (2007: 20) the process of writing approach stress activities that emphasize extended opportunities for writing. Writing for oral audiences, self-reflection, personalized, instruction and goals, and cycles of planning, and reviewing.

Litell (1981: 7) at this point in the process of writing, you are ready to write. Simply put your pencil to paper and write. Don't fuss with the writing. Don't worry about organizing ideas. Don't fuss about spelling or punctuation. Just Write.

According to Oshima and Hogue (1997: 85) there are several steps in writing process, they are:

- 1) Prewritten to get previous ideas
- 2) Organize the ideas
- 3) Write the rough draft
- 4) Editing the rough draft
- 5) Write the second draft
- 6) Write the final draft

c. Rewriting

At this stage of the process you will need to work more carefully. Read what you have written and repair it as you can. Finally, when you are satisfied that your writing is clear and correct,

write it out its final form. Write carefully. Make your work as neat as possible.

6. Components of Good Writing

Jacob in Ismayanti (2008: 22) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

a. *Content*

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic, a good writing.

1) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

2) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order.

There are two parts of organization in this case, they are below:

1) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraphs is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

2) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c. Language Use

Coke in Ismayanti (2002) states that language us in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen- modifier is of ten more effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

d. Vocabulary

Vocabulary is one of t language aspect dealing the process of writing. The writers always think about putting words into the

sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

Vocabulary as one of the important components of writing should take in to consideration by the English learner and English teacher, because there is no doubt that learning the words of the language.

e. *Mechanics*

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understand the conveying ideas other message stated in the writing. The explanation as follows:

a). Capitalization, the use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, through correct capitalization of sentence. It also helps reader to differentiate one sentence to others.

b). Punctuation, it can be used as a unit of meaning and suggest and how the units of its relation to each other.

c).Spelling, there are three important rules followed in using spelling appropriately. They suffix addition, plural formation and handling error within the words.

C. Hypnosis Learning With Music Method

1. Definition of Hypnosis

Hypnosis is a natural state that each of us has the ability to enter. Some people are more talented than others at entering deep trance (This deep level of hypnosis is commonly called somnambulism). Everyone is able to enter this somnambulistic level of trance, but some enter it more easily than others (Elner: 2009).

According to Fachri (2008), hypnosis is stated of mind when the function of logical analysis of the mind is reduced to allow an individual enter into an unconscious condition (subconscious or unconscious). In those circumstances, stored internally diverse potentials that can be utilized to further improve the quality of life.

According to Erickson & Ernest (1992), hypnosis is a method of air communication, both verbal and non verbal persuasive and suggestive. Great intentions will bring a high motivation and commitment in the occupied areas.

Hypnosis as a specific state of consciousness with neuropsychological and neurophysiologic correlates is controversial. Both

hemispheres of the brain have been suggested to be crucial for hypnosis but so far the results have been rather contradictory (Jasiukaitis et al., 1997).

Hypnosis is not mind control, brainwashing, black magic or voodoo. The hypnotist has no "special power". Hypnosis is a cooperative activity, which requires the full consent of the client or subject. As a matter of fact, all hypnosis is self-hypnosis. The subject enters hypnosis of his own accord - the hypnotist merely guides the subject through his experience and offers therapeutic suggestions (or entertaining suggestions, depending on his line of work) along the way (Elner: 2009).

2. Steps of Hypnosis Learning

a. Pacing

Pacing is usually called rapport. McFarland and Vizzini (1999:13) say that, "Rapport or Pacing is the process of making an unconscious connection. Pacing is the process of stepping into the behavior of the person you want rapport with. It is a way to make contact, and then lead the other person into the states that you want them in."

Nirmala (2010) says that, "Pacing is matching position, movement, language, and wave brain to other person or students."

The basis of rapport or pacing is that when people are like each other, they like each other. When people are not like each other, they

don't like each other. When you like someone, you are willing to assist them in having whatever they want.

b. *Leading*

Nirmala (2010) says that, "Leading is guiding the students after we conduct pacing process. If we have this leading without pacing before, it is the same as we give command to the students with a risk that they do it compulsively. This case will give refusal impact of the students to us."

After doing pacing process, the students will be pleasant to us. In this time, almost everything we say and order to them will be done happily. We are like their soulmate (it does not involve romantism). It implies that the students will always wait for our lesson session. Although our material is difficult, the students' unconscious mind will see it easily. If the students are sure that our material is easy, so how difficult test examined will be easy too, and the students can obtain a brilliant learning achievement.

c. *Praise*

Praise is an improvement reward of someone's self esteem. So, praise the students heartily and honestly especially when the students are successful in getting achievement although it is only a low achievement. For example, we keep giving praise for those who can conduct a positive changing in their own selves though it is still under

average of others. By giving praise, the students will be stimulated to achieve more than before.

3. Music

a. Definition of Music

Music is used often in advertising to enrich the key message and may be the single most stimulating component in a commercial (Hecker, 1984). It is perceived as a potential peripheral cue used to positively arouse the consumer's emotional state (Stout & Leckenby, 1988; Gorn, 1982). The notion of central and peripheral processing suggests that peripheral cues such as music can lead to a positive attitude about the advertisement and then transfer that positive attitude to the brand (Stout & Leckenby, 1988). Since commercials are generally viewed as having an audience of potentially uninvolved, non-decision making consumers, the affective, stimulating aspects of music can be a persuasive tool and may help persuade viewers. A peripheral cue such as music exerts its greatest influence on brand attitude in a low-involvement advertising setting (Park & Young, 1986).

Some of this influence may come through music's indirect influence on respondents' feelings and other emotional responses. Zimny and Weidenfeller (1961) found a relationship between music and emotional response. Exciting music was shown to increase emotional arousal in subjects via their skin response and heart rate,

which are assumed to be the two physiological manifestations of emotional response.

Music is a tone or sound that is structured in such a way that it contains rhythms, songs, and harmony (KKBI, 2001:624). It Can be interpreted in the sense that music as a language to express feelings to those who hear it.

b. Some Elements of the Music:

According to Gabrielson & Lindstrom (2001) there are some elements of the music:

1. **Melody**, or musical line, is a combination of pitch and rhythm (some say "duration"). Sometimes a melody is considered to be the theme of a composition. We might characterize melody by its contour (rising or falling) and the size of the intervals in it. A melody that uses mostly small intervals (or scale steps) and is smooth is said to be a conjunct melody. Not surprisingly, a melody that uses large intervals is called a disjunct melody. A motif (or motive) is either a very short melody or a distinctive part of a longer melody. I might describe the opening four notes of Beethoven's Fifth Symphony as a "motivic cell."
2. **Rhythm**, A specific rhythm is a specific pattern in time; we usually hear these in relation to a steady pulse, and mentally organize this pulse or tempo into meter (sometimes called a

"time signature"). Meter organizes beats into groups, usually of two or three; beats can be divided into small units usually 2, 3 or 4

3. Dynamics – loud or soft. A composition that has extremely soft passages as well as extremely loud passages is said to have a large or wide dynamic range. Dynamics can change suddenly or gradually (crescendo, getting louder, or decrescendo, getting softer.)

D. Conceptual Framework

Writing is skill in English that researcher will improve in descriptive text. The researcher will apply Hypnosis Learning with Music Method as an alternative evaluation in writing descriptive text. In implementing this method, researcher will apply it in classroom action research. The research will conduct two cycles. In cycle I, the researcher will do four steps: planning, action, observation, and reflection. It would like to be continued to the next cycle if researcher gets weakness or target of the students do not achieve yet. The framework of writing will structure as follows:

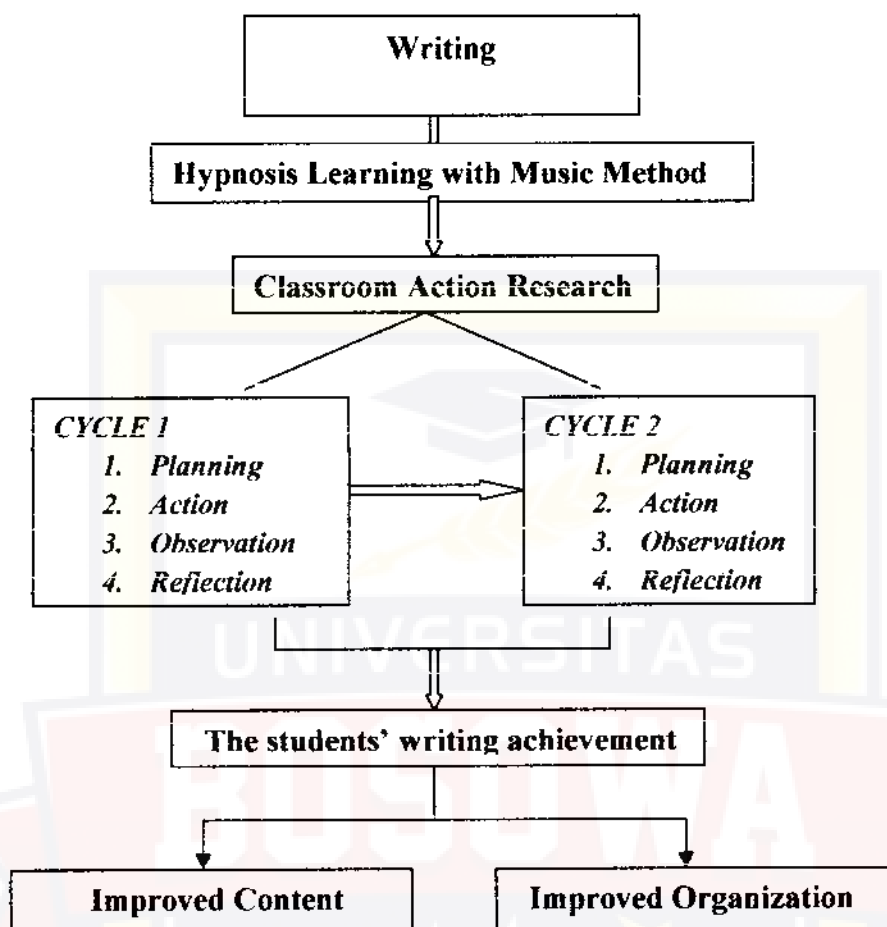


Figure 2.1. Conceptual Framework

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used *Classroom Action Research (CAR)*. Classroom Action Research is systematic inquiry with the goal of informing practice in a particular situation. Classroom Action Research is a way for teacher to discover what works best in a classroom situation, thus following informed decision about teaching, which contains of four stages, they are: Planning, Implementation of Action, Observation, and Reflection.

Cycle I

1. Planning

The activity in this research had two weeks in four times meeting, the stages as follows:

1. Planning

- a. Understanding the curriculum that used for the school in the first semester 2014/2015.
- b. Making lesson planning based on the curriculum and arranging material of lesson planning based on the teaching of writing ability.
- c. Making the observation paper to observe the condition of learning process.

- d. Arranging the evaluation test to know the improvement of the result study in descriptive text.

2. Action

In this section, in implementing action, the researcher was conducted the following procedure:

- a. The researcher built the student's knowledge in writing descriptive text
- b. The researcher introduced the Hypnosis Learning with Music Method to the students.
- c. The researcher made relax situation in the class with Turn on the Music.
- d. The researcher begun from pacing, leading and praise.
- e. After pacing and leading the teacher was asked the students to construct descriptive text by their own words.
- f. The researcher collected the students' paper and gave them the value.

3. Observing

- a. Making a note all the activity of the students in every meeting in order the researcher could measure the improvement of the students' ability.

- b. Identifying and making a note the entire problem that we found when teaching and learning process based on observation paper that had arranged.
 - c. Doing the evaluation to know the students' improvement.
 - d. Giving the chance to the students to give suggestion in action research.
4. Reflecting
- a. The result of data that was done in the cycle I, it had been continuing in the analysis of the reflection after action research. The reflection that had discussed as well as a guidance Lecturer it should be a reference to make research planning for the next cycle. Then, the researcher arranged the plan for the next cycle which was repaired from cycle I.

Cycle II

This cycle was follow up the result of the first cycle after be reflected to decide the next

1. Planning
 - a. Resume the plans in the first cycle as may be necessary in solving problems at the first cycle.
 - b. From the first cycle of reflection prepared a new plan of action that used be create

- c. Prepare matter of practice, which used be given in class during the learning process to better enable the students, and provide individual guidance to students who are experience difficulties.

2. Action

In this stages, it was done the second cycle that was almost same as the first cycle by doing several repairmens or adding several activities based on the result analysis of the first reflection in the first cycle.

3. Observing

In generally, in this section observation of the second cycle is continues action in the first section

4. Reflecting

According to the achievement result of the observation used to be collected and analyzed. The researcher was arranging conclusion that the Hypnosis Learning with music can improve the students' ability in writing Descriptive text.

B. The Variables and Indicators

This research used two variables, they were:

1. Independent variable

The independent variable was implementation of Hypnosis Learning with Music. It is as the method used by the researcher when teaching the material.

2. Dependent variable

The dependent variable was the students' writing skill both in organization and content with the indicators are as follows:

- a. Indicators of the content are clear, logic, communicated, meaningful, relevant with the topic, knowledgeable.
- b. Indicators of the organization are unity, cohesion, coherence.

C. Subject of the Research

This research was held twice a week in eight times, the subjects of the research are the second grade students of SMP Negeri 6 Masamba. It is located in Desa Pombakka Kec. Masamba Kab. Luwu Utara. The researcher choose this subject because of some reasons; firstly, the teaching English in this school conducted by integrated the four major skill, the secondly, Hypnosis Learning with Music Method has been not applied in target of subject.

D. Research Instrument

In this research, the researcher used one kind of instrument namely written test. The test had been used in the last item of every cycle to measure the students' achievement in writing organization and the students' writing content.

E. Data Collection

To collect the data is done with the following procedures:

1. Data source: the data source in this research was the students' achievement in writing before getting the writing material through Hypnosis Learning with Music.
2. The teacher gave test to the students. It was done after implementing the Hypnosis Learning with Music in the class or in the observation stage of classroom action research which had been done in every cycle.

The following activities were:

- a. The researcher explained about the procedure of test.
- b. The researcher asked the students to propose their interesting topic.
- c. The students developed their topic into descriptive text.
- d. The students collected their writing result.

There were two components that to be concern of the researcher in this research to measure the writing ability. Those were content and organization which used criteria as follows:

a. Content

| Classification | Score | Criteria |
|------------------------|-------|--|
| Excellent to very good | 39-50 | Clear, well focused, knowledgeable, and relevant to the topic. |
| Good to average | 27-38 | Clear and focused, lack of logical sequence and development ideas, |



| | | |
|--------------|-------|---|
| | | effective but simple construction. |
| Fair to poor | 16-26 | Does not clear, do not communicated, information is very limited. |
| Very poor | 0-15 | No organization, not enough to evaluate because no meaningfully. |

(Depdikbud, 1985: 6)

b. Organization

| Classification | Score | Criteria |
|------------------------|-------|--|
| Excellent to very good | 39-50 | Fluent expression-ideas clearly stated supported logical sequence, well organized, cohesive. |
| Good to average | 27-38 | The reader can readily follow that is being said but overall organization may sometimes in effective |
| Fair to poor | 16-26 | Lack of logical sequence and development not fluent. |
| Very poor | 0-15 | Leaving connection, no organization. |

(Depdikbud, 1985: 6)

3. To classify the students' score, there were five classifications that used as follows:

| No. | Score | Classification |
|-----|--------|----------------|
| 1. | 86-100 | Very Good |
| 2. | 66-85 | Good |
| 3. | 56-65 | Fair |
| 4. | 36-55 | Poor |
| 5. | 0-35 | Very Poor |

(Depdikbud: 2009)

F. Data Analysis

To analyze the data in the classroom action research was done by quantitative. The quantitative data used descriptive analysis. The descriptive analyses that used were mean score, table distribution of frequency and its percentage, and percentage development.

1. To know the students' participant in teaching learning process through writing process approach, researcher used percentage formula as follows:

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage

FQ = Sum of all the student's score

N = Total students,

(Sudjana, 1990:36).

2. To calculate the mean score of the students' test result. The researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

| | |
|-----------|------------------------|
| \bar{X} | = Mean score |
| $\sum X$ | = the total number |
| N | = the number of sample |

(Tiro and Ilyas, 2002: 69)

3. To know development of the students' writing skill, the researcher used percentage technique.

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

| | |
|-------|------------------------------|
| P | : percentage of the students |
| X_1 | : the first mean score |
| X_2 | : the second mean score |

(Hasan in Arief, 2011)

4. To calculate percentage students' achievement in grammar and organization researcher used this formula:

$$P = \frac{F}{N} \times 100$$

| | |
|-----|---------------------|
| P | = Rate percentage |
| F | = Number of correct |
| N | = Number of sample, |

(Sudjana, 1990:83)

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CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The findings of classroom action research dealing with the answer of the problem statement which aims to improve students' achievement in writing descriptive test. The findings consist of students' achievement in writing and observation result. It's about the students' activeness in teaching and learning process. To measure the students' achievement of their writing result there are two components of writing that is concerned by the researcher, namely: content and organization.

1. Content

- a. the improvement of students' mean score in writing views from content*

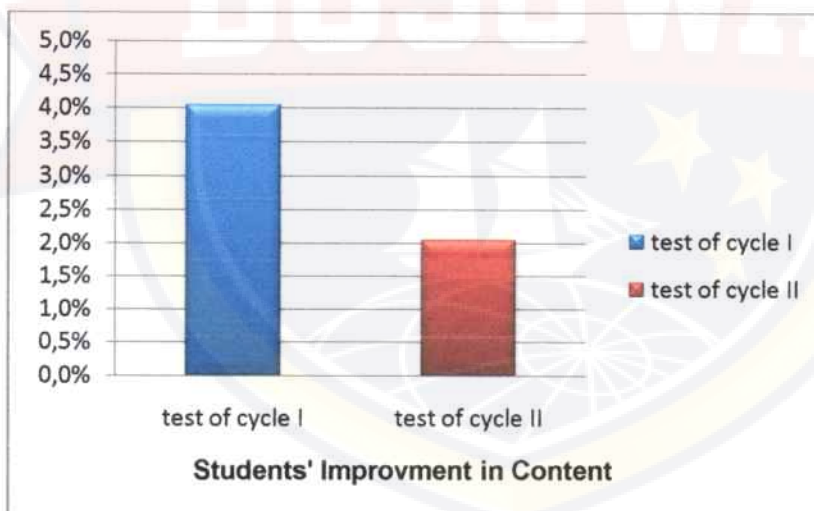
Table 1. The Students' Mean Score and Improvement in Content

| Writing views of Content | | | Improvement (%) | |
|--------------------------|---------|----------|-----------------|-----------|
| D- Test | Cycle I | Cycle II | D-test to Ci | Ci to CII |
| 33.66 | 35.02 | 35.74 | 4.04 | 2.05 |

after evaluation in cycle I it becomes 35.02 so the improvement from D-Test to cycle I is 4.04.

The research findings from the table above, indicates that there is improvement of the students' score in content from cycle I to cycle II, where in cycle I the improvement of students' score is 4.04. After analyzed the difficulties that the students faced in writing process and repaired the weakness in cycle I then apply Hypnosis Learning with Music Method and then giving them evaluation in the end of cycle II the improvement of the students' mean score is 2.05.

To see clearly the improvement of the students' writing ability views from content can be presented as the following chart:



Graphic 1: The Improvement of the Students' Mean Score in Writing Ability Views from Content

The graphic 1 above shows the improvement of the mean score of students' writing ability views from content. After evaluation in cycle I and cycle II, there is again an improvement of the mean score of students' writing ability views from content that shown clearly in the chart after taking an action in cycle through Hypnosis Learning with Music Method. Where, the improvement from D-Test to Cycle I is 4.04 and from cycle I to Cycle II is 2.05.

b. The students' Tabulation of Frequency in Writing View from Content

Based on the data analysis the students' score in writing content are got from the result of the test in cycle I and cycle II in the following table and graphic is presented:

Table 2. The Students' Tabulation of Frequency in Content

| Classification | Score | Frequency | | Percentage | |
|------------------------|---------|-----------|-----------|-------------|-------------|
| | | Cycle I | Cycle II | Cycle I | Cycle II |
| Excellent to very good | 39 - 50 | 10 | 12 | 25.64% | 30.77% |
| Good to average | 27 - 38 | 27 | 26 | 69.23% | 66.66% |
| Fair to poor | 16- 26 | 2 | 1 | 5.12% | 2.56% |
| Very poor | 0 -15 | 0 | 0 | 0% | 0% |
| Total | | 39 | 39 | 100% | 100% |

The data above can also be shown in the graphic below:



Graphic 2: The Students' Tabulation of Frequency in Writing Content

Based on the table 2 and the graphic 2 above show that in cycle I there are 10 students (25.64%) get excellent to very good, 27 students (69.23%) get good to average, 2 students (5.12%) get fair to poor, and no student gets very poor while in cycle II there are 12 students (30.77%) get excellent to very good, 26 students (66.66%) get good to average, 1 student (2.56%) get fair to poor and no student gets very poor .

2. Organization

a. *The Improvement Of Students' Mean Score In Writing Views From Organization*

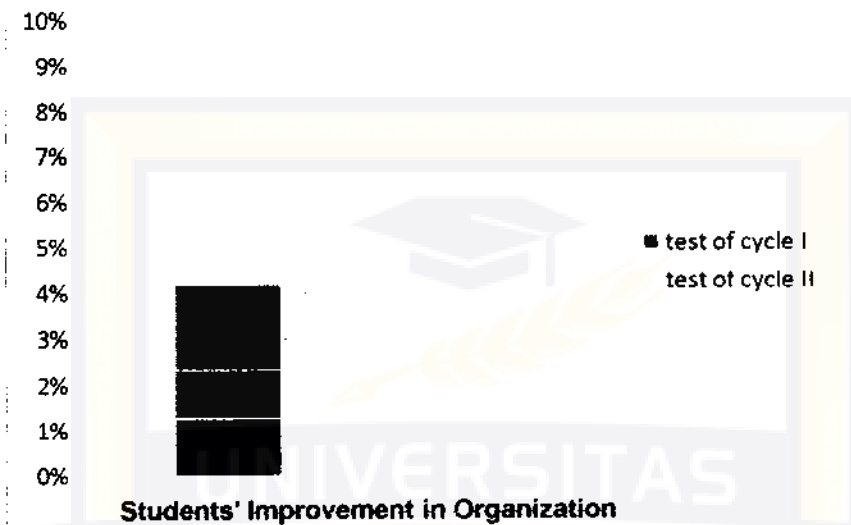
Table 3. *The Students' Mean Score and Improvement in Organization*

| Writing views of Organization | | | Improvement (%) | |
|-------------------------------|---------|----------|-----------------|-----------|
| D- Test | Cycle I | Cycle II | D-test to CI | CI to CII |
| 31.71 | 33,05 | 35.48 | 4.22 | 7.33 |

The table above indicates that there is improvement of the students' mean score of organization from D-Test to cycle I and cycle II, where the result of D-Test students' mean score in organization is 31.71 after evaluation in cycle I it becomes 33.05 so the improvement from D-Test to cycle I is 4.22.

The research findings from the table above, indicates that there is improvement of the students' score in organization from cycle I to cycle II, where in cycle I the improvement of students' score is 4.22. After analyzed the difficulties that the students faced in writing process and repaired the weakness in cycle I then applying Hypnosis Learning with Music Method and then giving them evaluation in the end of cycle II the improvement of the students' mean score is 7.33.

To see clearly the improvement of the students' writing ability views from organization can be presented as the following chart:



Graphic 3: The Improvement of the Students' Mean Score in Writing Skill Views from Organization

The graphic 3 above shows the improvement of the mean score of students' writing ability views from organization. After evaluation in cycle I and cycle II, there is again a improvement of the mean score of students' writing ability views from organization that shown clearly in the chart after taking an action in cycle through Hypnosis Learning with Music Method. Where, the improvement from D-Test to Cycle I is 4.22 and from cycle I to Cycle II is 7.33.

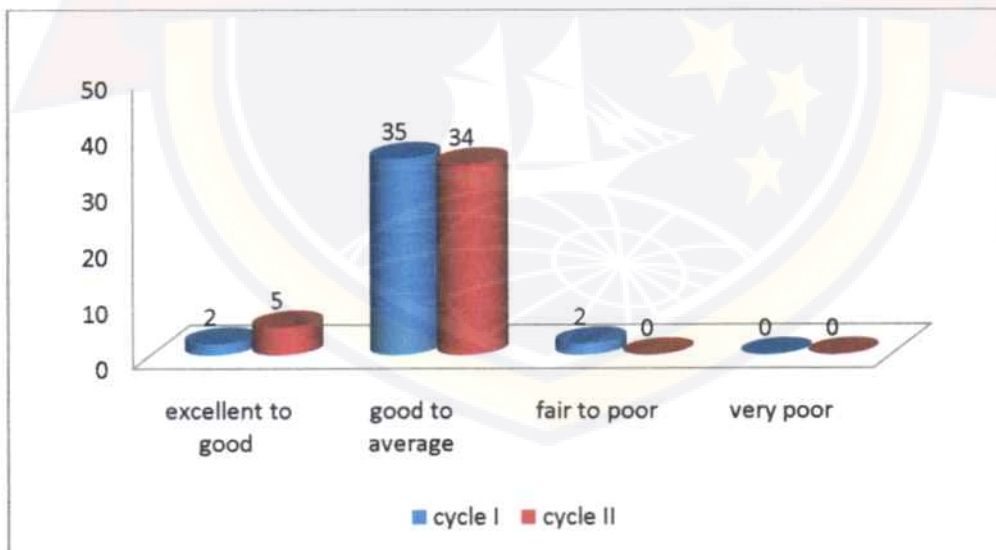
b. The Students' Tabulation of Frequency in Organization

Based on the data analysis the students' score in writing organization are got from the result of the test in cycle I and cycle II in the following table and graphic is presented:

Table 4. The Students' Tabulation of Frequency in Organization

| Classification | Score | Frequency | | Percentage | |
|------------------------|---------|-----------|-----------|-------------|-------------|
| | | Cycle I | Cycle II | Cycle I | Cycle II |
| Excellent to very good | 39 - 50 | 2 | 5 | 5.13% | 12.82% |
| Good to average | 27 - 38 | 35 | 34 | 89.74% | 87.18% |
| Fair to poor | 16 - 26 | 2 | 0 | 5.13% | 0% |
| Very Poor | 0 - 15 | 0 | 0 | 0% | 0% |
| Total | | 39 | 39 | 100% | 100% |

The data above can also be shown in the graphic below:



Graphic 4: The Students' Tabulation of Frequency in Writing Organization

The table 4 and the graphic 4 above show that in cycle I there are 2 students (5.13%) get excellent to very good, 35 students (89.74 %) get good to average, 2 students (5.13%) get fair to poor and no student gets very poor while in cycle II there are 5 students (12.82%) get excellent to very good, 34 students (87.18%) get good to average, and no student gets fair to poor and very poor.

3. The Result of Writing Ability

a. The Students' Mean Score In Writing Ability Result

Table 5. The Students' Mean Score and Improvement in Writing Ability Result

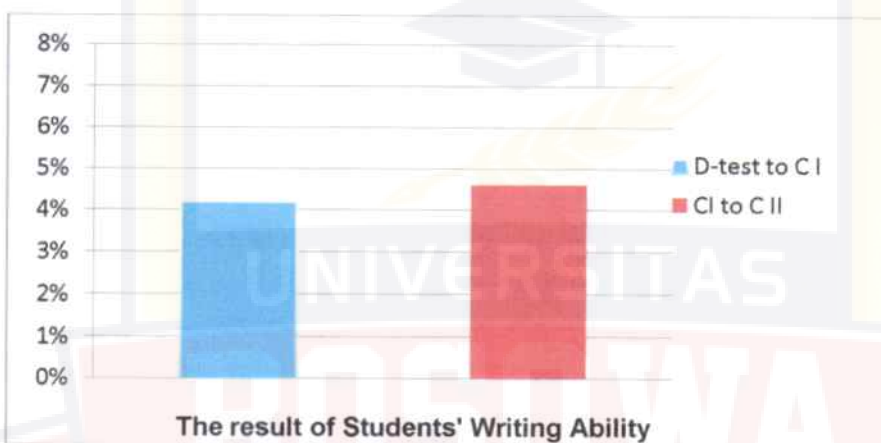
| The Result of Students' Writing Ability | | | Improvement (%) | |
|---|---------|----------|-----------------|-----------|
| D- Test | Cycle I | Cycle II | D-test to CI | CI to CII |
| 65.35 | 68.10 | 71.25 | 4.20 | 4.62 |

The table 5 above shows the mean score and improvement of the students' writing ability result. The result of students' mean score in D-test is 65.35. Then in cycle I is 68.10 and the students' improvement in writing ability result from the D-test to cycle I is 4.20.

The research findings from the table above, indicates that there is improvement of the students' score in writing result from D-Test to cycle II, where in cycle I the improvement of students' score is 4.20,

after implementing Hypnosis Learning with music Method and giving evaluation in the end of cycle II the improvement of the students' score is 4.26.

To see clearly the improvement of the students' writing ability can be presented as the following chart:



Graphic 5: The Improvement of the Students' Writing Ability

Result

The graphic 5 above shows the improvement of the mean score of students' writing ability. After evaluation in cycle I and cycle II, there is again a improvement of the mean score of students' writing ability that shown clearly in the chart after taking an action in cycle through Hypnosis Learning with Music Method. Where, the improvement from D-Test to Cycle I is 4.20 and from cycle I to Cycle II is 4.26.

b. The Students' Tabulation of Frequency of the Students' Writing Ability Result

Based on the data analysis the students score in writing result are got from the result of the test in cycle I and cycle II in the following table and graphic is presented:

Table 6. The Students' Tabulation of the Students' Writing Ability Result

| Classification | Score | Frequency | | Percentage | |
|----------------|--------|-----------|-----------|-------------|-------------|
| | | Cycle I | Cycle II | Cycle I | Cycle II |
| Very Good | 86-100 | 0 | 0 | 0% | 0% |
| Good | 66-85 | 25 | 33 | 64.10% | 84.62% |
| Fair | 56-65 | 11 | 4 | 28.21% | 10.26% |
| Poor | 36-55 | 3 | 2 | 7.69% | 5.12% |
| Very poor | 0-35 | 0 | 0 | 0% | 0% |
| Total | | 39 | 39 | 100% | 100% |

The data above can also be shown in the graphic below



Graphic 6: The Students' Tabulation of Frequency of the Students' Writing Ability Result

Based on the table 6 and the graphic 6 above show that in cycle I there is no students get very good and very poor. There are 25 (64.10%) of the students get good, 11 (28.21%) of students get fair while students who get poor are 3 (7.69%).

In cycle II there is no students get very good, and very poor. There are 33 (84.62%) students who get good, 4 (10.26%) students who get fair and 2 (5.12%) students who get poor.

4. The Improvement of Students' Writing Ability Result from D-Test to Cycle II

The means score of students writing achievement from D-Test to Cycle II can be shown below:

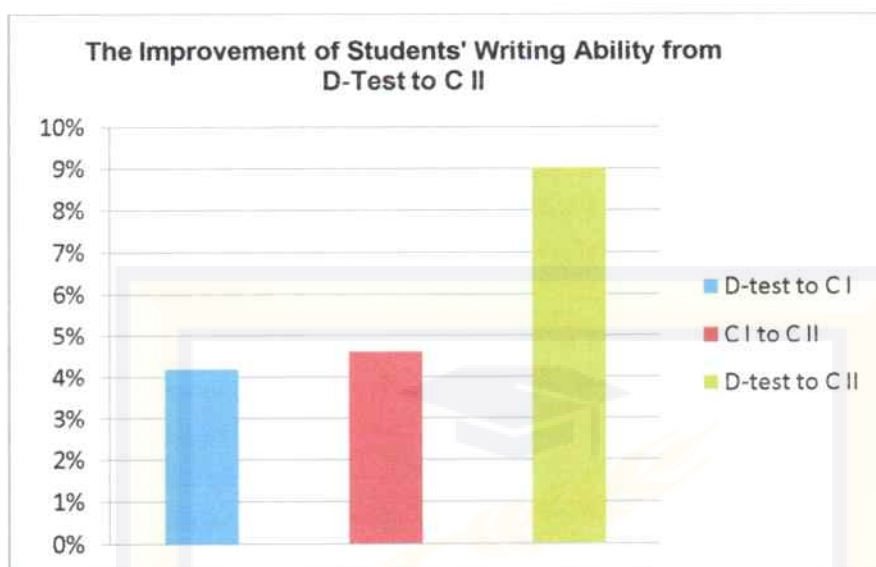
**Table 7. The Improvement of Students' Writing Ability from D-Test to
Cycle II**

| The Result of Students' Writing Ability | | | Improvement (%) | | |
|---|---------|----------|-----------------|-----------|---------------|
| D- Test | Cycle I | Cycle II | D-test to CI | CI to CII | D-test to CII |
| 65.35 | 68.10 | 71.25 | 4.20 | 4.62 | 9.02 |

The table 5 shows the mean score and improvement of the students' writing ability result. The result of students' mean score in D-test is 65.35. Then in cycle I is 68.10 and the students' improvement in writing ability result from the D-test to cycle I is 4.20.

The research findings from the table above, indicates that there is improvement of the students' score in writing result from D-Test to cycle II, where in cycle I the improvement of students' score is 4.20, after implementing Hypnosis Learning with Music Method and giving evaluation in the end of cycle II the improvement of the students' score is 4.62.

The students' mean score in their writing result can be shown through the graphic below:



Graphic 7: The Improvement of Students' Writing Ability from D-Test to Cycle II

The table 7 above shows that the improvement of students' writing ability from d-test to cycle II. The improvement of D- Test to cycle I is 4.20. The improvement of Cycle I to Cycle II is 4.26, and the improvement of students' writing ability from D-Test to Cycle II is 9.02.

The improvement of D-Test to Cycle II is very significant so researcher can say that Hypnosis Learning with Music Method could improve students' skill in II TKJ 2 of SMP Negeri 6 Masamba.

5. Observation Result

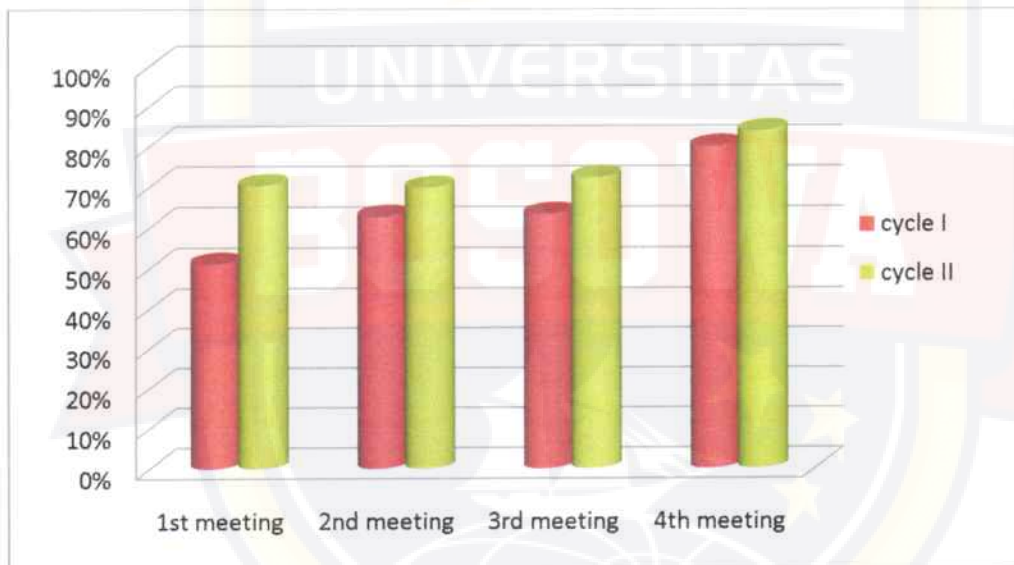
The following table and graphic show the observation result of the students' activeness in learning writing from cycle I to cycle II.

Table 8. The Students' Observation Result during Teaching and Learning Process

| Cycles | Activeness | | | |
|---------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | 1 st Meeting (%) | 2 nd Meeting (%) | 3 rd Meeting (%) | 4 th Meeting (%) |
| Cycle 1 | 51.28 | 62.82 | 63.46 | 80.12 |
| Cycle 2 | 70.51 | 67.94 | 72.43 | 83.97 |

k

The students' observation can be shown through the graphic below:



Graphic 8: The Improvement of the Students' Activeness during Teaching and Learning Process

Table 8 and graphic 8 above show that in cycle I the students' activeness in the 1st meeting is 51.28%, the 2nd meeting is 62.82%, the 3rd meeting is 63.46% and the 4th meeting is 80.12%. In cycle II students' activeness in the 1st meeting is 70.51%, the 2nd meeting is

67.94%, the 3rd meeting is 72.43% and the 4th meeting is 83.97%. Base on the interpretation of the table and the graphic above indicate that the activeness of students in learning process always grow up from the first meeting in cycle I. For the second meeting of cycle II students probably get bored of material so their activeness decrease but researcher tries to engage them. It makes their activeness increase again until the last meeting in cycle II.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' improvement in writing component of content, organization and the students' improvement in writing result, and also the activeness of students in learning process would explain as follows:

1. The Improvement of the Students' Writing Ability Writing Views from Content.

The improvement of the students' skill to write good paragraphs after implementing Hypnosis Learning with music Method had effect that was effective. Where, the researcher found in the data source from D-Test result in component of content that the students just could get score that was 65.35, it means that it was far from the target, but after implementing

the students could get score 68.10 in the cycle I. In cycle II, it became 71.25.

The researcher taught about the descriptive paragraph in the cycle 1 through Hypnosis Learning with Music Method in the class. The researcher found that the students still difficult to write well, especially in organization they are difficult make coherence and cohesive of the paragraph. There is also another problem that students face in component of content that is how to use preposition.

The difficulty of the students in content and organization had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revised planning of cycle 2.

The value improvement of the students' writing achievement in content from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (33.66) \leq Cycle I (35.02) \leq Cycle II (35.74), where in D-Test the students' mean score in content is 33.66, after evaluation in cycle I the students' mean score achievement in content becomes 35.02, so the improvement of students' writing achievement in content from D-Test to cycle I is 4.04% while in cycle II the students' mean score in content is 35.74, so, the improvement of students' mean score achievement in content from cycle I to cycle II is 2.05%.

The result above also proves that Hypnosis Learning with Music Method is able to improve the students' writing ability in second grade of SMP Negeri 6 Masamba significantly. It seen clearly the result of cycle II (35.74) is higher than cycle I (35.02) and D-test (33.66) or cycle II (35.74) \geq cycle I (35.02) \geq D-test (33.66).

2. The Improvement of the Students' Writing Ability Views from Views from Organization.

After implementation of Hypnosis Learning with Music Method in the class, the researcher found that the mean score of data source from D-Test in organization was 31.71. In the cycle 1, the students got 33.05, and in the cycle II, the students got 35.48.

The researcher taught about the descriptive paragraph in the cycle 1 through implementation of Hypnosis Learning with Music Method in the class. The researcher found that the students had difficulty to organize the idea. The students have less skill in organization element of writing.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle II. In the cycle II, the researcher revised the lesson plan. Where, when the researcher explained about the kind of paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the

researcher had to give better guidance for the student in organizing their idea.

The value improvement of the students' writing achievement in organization from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (31.71) \leq Cycle I (33.05) \leq Cycle II (35.48), where in D-Test the students' mean score in organization is 31.71, after evaluation in cycle I the students' mean score achievement in organization becomes 33.05, so the improvement of students' writing achievement in organization from D-Test to cycle I is 4.22% while in cycle II the students' mean score in organization is 35.48, so, the improvement of students' mean score achievement in organization from cycle I to cycle II is 7.33%.

The result above also proves that Hypnosis Learning with Music Method is able to improve the students' writing ability in second grade students of SMP Negeri 6 Masamba significantly. It seen clearly the result of cycle II (35.48) is higher than cycle I (33.05) and D-test (31.71) or cycle II (35.48) \geq cycle I (33.05) \geq D-test (31.71).

3. The Improvement of The Students' Writing Ability Result

The effectiveness of Hypnosis Learning with Music Method in improving the students' writing ability result can be seen the difference by considering the result of the students' Diagnostic Test, cycle I and cycle II.

The value improvement of the students' achievement writing result from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (65.35) \leq Cycle I (68.10) \leq Cycle II (71.25), where in D-Test the students' mean score in writing result is 65.35, after evaluation in cycle I the students' mean score achievement in writing result becomes 68.10 , so the improvement of students' writing achievement in writing result from D-Test to cycle I is 4.20% while in cycle II the students' mean score in writing result is 71.25, so, the improvement of students' mean score achievement in writing result from cycle I to cycle II is 4.62% and from the result of those tests namely from D-test to cycle II indicates that there is a significant improvement of students' mean score achievement in writing result from D-test to cycle II namely 9.02%.

The result above also proves that hypnosis Learning with Music Method is able to improve the students' writing ability in second grade students of SMP Negeri 6 Masamba significantly. It seen clearly the result of cycle II (71.25) is higher than cycle I (68.10) and D-test (65.35) or cycle II (71.25) \geq cycle I (68.10) \geq D-test (65.35).

4. The Improvement of The Students' Activeness During The Teaching and Learning Process

The observation result of students' activeness in teaching and learning process improved significantly through hypnosis Learning with

music Method in cycle I the students' activeness in the 1st meeting is 51.28%. It means that there is still the other activity that the students were done during the teaching and learning process. Next meeting researcher repair the weakness so the activeness of students in last meeting of cycle I became 80.12%. Then in the cycle II researcher gave revision again for problem that students faced during the teaching and learning process so in cycle II, the students' activeness in the last meeting becomes 83.97%. It means that the students pay full attention during teaching and learning process and there is no another activity that the students were done. The students are joining the teaching and learning process seriously. Even if some students did not know what they would write yet they were still active in asking. It means that, the application of Hypnosis Learning with Music Method could improve the students' activeness during teaching and learning process and it is successful.

Base on the interpretation on the findings above, indicate that there is a significant improvement of the students' activeness during teaching and learning process from the first meeting in the cycle I until the last meeting in cycle II in second grade student of SMP Negeri 6 Masamba.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings above the researcher concludes that:

1. The students' ability in writing descriptive text focused on content of D-test was 33.66, the cycle I is 35.02, and cycle II is 35.74. The students' improvement from the D-Test to the cycle I is 4.04%, and the cycle I to the cycle II is 2.05%.
2. The students' ability in writing descriptive text focused on organization of D-Test is 31.71, the cycle I is 33.05, and cycle II is 35.48. The students' improvement from the D-Test to the cycle I is 4.22%, and the cycle I to the cycle II is 7.33%.
3. The students' activeness in cycle I is 80.12%. After repair the weakness and take action in teaching and learning process through Hypnosis Learning with Music Method, the students' activeness becomes 83.97% in the last meeting of cycle II. It means that the use of Hypnosis Learning with music method is able to improve the students' activeness in learning English especially in teaching descriptive text.

The use of Hypnosis Learning with Music Method could improve the students' writing ability. It can be shown of the students' mean score in from D-Test to cycle I until cycle II. The students mean score of D-Test is 65.35,

the mean Score of cycle I is 68.10 and cycle II is 71.25. The students' improvement from D-test to cycle I is 4.20% and cycle I to cycle II is 4.62%. and from D-Test to cycle II is 9.02%. There is significant improvement of the students achievement from D-Test to cycle II in learning through Hypnosis Learning with Music Method.

The use of Hypnosis Learning with Music method could improve the students' ability to know more about their self, and then create it on their writing especially on their descriptive text.

B. SUGGESTION

Based on the findings above, the researcher suggests that:

1. The English teacher should use Hypnosis Learning with Music Method as one of the alternative ways in teaching writing because it can improve the students writing ability
2. It is suggested to the English teacher to maximize in giving guidance to the students in learning and teaching process.
3. The students should increase their ability in learning writing with use hypnosis Learning with Music Method.



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Appendix A

TEACHING MATERIALS

Describing people

| Size/Quality | | Color | | Noun | |
|--------------|---------|--------|-------|----------|---------|
| Big | Thick | Black | Grey | Ears | Eyebrow |
| Pointed | Small | Brown | Blond | Hair | Lips |
| Chubby | Bald | Blue | Green | Mounth | Cheeks |
| Long | Dimpled | Auburn | Dark | Eyes | Nose |
| Bushy | Round | Red | Fair | Forehead | Head |
| Short | Wavy | | | | |
| Curly | Narrow | | | | |
| Slanted | Wide | | | | |
| Kinky | Flat | | | | |

Describing teacher

My Favorite Teacher

My favorite teacher was Mrs. Cabrera, my ninth grade English teacher. I consider her my favorite teacher, because she had motivation, enthusiasm and confidence in teaching, and she made learning fun.

Mrs. Cabrera motivation in teaching helped me to enjoy and do well in her class. Furthermore her enthusiasm and confidence in doing what she loved made her class easy to understand. I believe that an important issue when it comes to teaching is to make learning fun, and that was what Mrs. Cabrera did with her students. For example she made literature exciting by making her class act, worked in groups, and if it was a Shakespeare play that had a dance scene she made her students recreate a dance in the classroom.

Mrs. Cabrera is my favorite teacher, she motivate me to learn and taught me how love and enjoy literature.

Describing room

My Bedroom

The first thing you notice when you enter in my room is that is very disorganized. There's no order, I can say that everything has its place in the middle of chaos.

To begin, the door lock is broken. When you finally enter at the room, you can see on the left side of a wall built in wardrobes. There's where I keep all my clothes. The desk is long and narrow, and it has got many drawers. Above the desk there are a lot of things for example a lamp, a mini cactus (which is the only plant I've gotten to keep alive), many magazines, papers, pencils, pens ... In theory, the desk should be a place to study and to do the homework, but I never do it because there's no space. On the other side of the wall there is a library full of books. There are many books that I have had since I was a child because I've never wanted to throw them. Also there is where I keep my notes of the highschool and all the things I don't know where to put them. There are also some stuffed animals, and I would say what's my favourite but I can't.

Then there's my bed. It's metallic and black, nothing special. I use it to hang things wich I don't know where to put, like hats, scarves, belts ... On the bed there are two very comfortable pillows, although I'd like to have many more. Beside the bed there's a bedside table with a lamp and many more things. That's where I put the cell that I use as a clock all the mornings.

And I can only say that a little further down there's the mini hi-fi, which I use to listen to music and you can also watch TV. There's also the electric guitar with amplifier, so important to me.

The walls are full of posters, drawings, a T-shirt, a coke sign... The last wall is a window with orange curtains.

Describing school

My School

The building of my school – The Secondary technical school – is situated on an eastern side of Martin, on a hill near Matica slovenska. The school is surrounded by heterogenous vegetation from bushes to spruces.

The building itself has a shape of letter H and consists of three main parts. In front of the main part is a big parking place, which is always fully occupied. Wide stairs made of marble, lead the way to school and end near entrance door. Behind them, inside, there is a small entrance hall, from which on the left and right are entries to students' cloakrooms. Corridor from the main part of building is separated by two doors. Behind them on the right are stairs, that will lead us to the doorkeeper's room. By the stairway we will get to main crossroad of the structure.

On the right side, there is a corridor that leads to some classrooms, cabinets, big theatre hall, hostel and ends by the school cafeteria in front of dining hall. On the left side, we will get to schools HQ offices, headmasters office and headmaster's deputors offices, staff room, teachers' club, a big conference hall and gymnasium. The corridor ends in school workshop. Classrooms for students and cabinets for teachers are on the first and second floor. All of them are marked with a number. Classes have standard equipment to achieve wanted purpose that is education and study. On the third floor, the school laboratories and computer room are located. These labs are equiped with a variety of measuring devices and tools to test teoretical knowledge in practice. There are also toilets for students and teachers on each floor.

The famous tourism place

BANTIMURUNG WATERFALL KINGDOM OF BUTTERFLIES

Bantimurung means a place for getting rid of sadness. The spectacular waterfall is located at the valley of the steep limestone hill with its fertile tropical vegetation which makes this area an ideal habitat for the types of butterflies and birds that are famous for their small number.

Before entering the waterfall location, visitors can see a statue of a kind of monkey, about 6 cm tall. This kind of animal can only be found in Sulawesi and Kalimantan.

From the waterfall, visitors can go up to see the lake on top, but there are many sharp corals on the way there. The lake is so blue with many flying butterflies around it.

In 1858-1857, a prominent English naturalist, Alfred Russel Wallace spent all of his life that is enjoyed in this area to catch numerous types of rare butterflies, birds, and insects. Among the butterflies he caught, there was the Papilo Androcles type, one of the rarest and biggest types of butterfly that has a tail like a swallow. A detailed explanation concerning this area has attracted the attention of archeologists, prehistoric, and insects' experts.

The waterfall and surrounding areas is a popular picnic area and it is a pleasant area for roaming around, swimming and enjoying the attractive sceneries. Around the waterfall area, there are sold many specimens of butterflies for souvenirs. From the waterfall one can take a ride to the National Park which is close by, through the limestone mountain chain.

Appendix B

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 6 Masamba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : I

A. Standar Kompetensi

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *descriptive*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

Merespon wacana monolog berbentuk *Descriptive text*

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana monolog berbentuk *descriptive text*
2. Melakukan monolog berbentuk *Descriptive text*

E. Materi Pokok

Decribing people

| Size/Quality | | Color | | Noun | |
|--------------|---------|--------|-------|----------|---------|
| Big | Thick | Black | Grey | Ears | Eyebrow |
| Pointed | Small | Brown | Blond | Hair | Lips |
| Chubby | Bald | Blue | Green | Mounth | Cheeks |
| Long | Dimpled | Auburn | Dark | Eyes | Nose |
| Bushy | Round | Red | Fair | Forehead | Head |
| Short | Wavy | | | | |
| Curly | Narrow | | | | |
| Slanted | Wide | | | | |
| Kinky | Flat | | | | |

F. Metode Pembelajaran/Teknik:

Hypnosis Learning with Music Method

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

2. Kegiatan Inti

- Guru menjelaskan metode Hypnosis Learning with Music
- Guru mulai membuat siswa merasa nyaman dengan memutar musik
- Mulai dengan peacing, leading dan praise.
- Guru menjelaskan cara mendeskripsikan seseorang
- Siswa mulai mendiskripsikan seseorang dalam bentuk paragraf
- Guru mendampingi siswa dalam menulis descriptive text.
- Guru mengumpulkan hasil pekerjaan siswa

3. Kegiatan Akhir

- Guru memberikan kesimpulan

H. Sumber/Bahan/Alat

- ✓ Look ahead book
- ✓ Dictionary

✓ Buku sekolah elektronik

I. **Penilaian**

Tehnik : Tertulis (individu)

Aspek : Content dan Organization

a. Content

| Classification | Score | Criteria |
|------------------------|-------|---|
| Excellent to very good | 39-50 | Clear, well focused, knowledgeable, and relevant to the topic. |
| Good to average | 27-38 | Clear and focused, lack of logical sequence and development ideas, effective but simple construction. |
| Fair to poor | 16-26 | Does not clear, do not communicated, information is very limited. |
| Very poor | 0-15 | No organization, not enough to evaluate because no meaningfully. |

b. Organization

| Classification | Score | Criteria |
|------------------------|-------|--|
| Excellent to very good | 39-50 | Fluent expression-ideas clearly stated supported logical sequence, well organized, cohesive. |
| Good to average | 27-38 | The reader can readily follow that is being said but overall organization may sometimes in effective |
| Fair to poor | 16-26 | Lack of logical sequence and development not fluent. |
| Very poor | 0-15 | Leaving connection, no organization. |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 6 Masamba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 2

A. Standar Kompetensi

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *descriptive*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

Merespon wacana monolog berbentuk *Descriptive text*

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana monolog berbentuk *descriptive text*
2. Melakukan monolog berbentuk *Descriptive text*

E.

Materi Pokok

Describing People

My Favorite Teacher

My favorite teacher was Mrs. Cabrera, my ninth grade English teacher. I consider her my favorite teacher, because she had motivation, enthusiasm and confidence in teaching, and she made learning fun.

Mrs. Cabrera motivation in teaching helped me to enjoy and do well in her class. Furthermore her enthusiasm and confidence in doing what she loved made her class easy to understand. I believe that an important issue when it comes to teaching is to make learning fun, and that was what Mrs. Cabrera did with her students. For example she made literature exciting by making her class act, worked in groups, and if it was a Shakespeare play that had a dance scene she made her students recreate a dance in the classroom.

Mrs. Cabrera is my favorite teacher, she motivate me to learn and taught me how love and enjoy literature.

F. Metode Pembelajaran/Teknik:

Hypnosis Learning with Music Method

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

2. Kegiatan Inti

- Guru menjelaskan metode Hypnosis Learning with Music
- Guru mulai membuat siswa merasa nyaman dengan memutar musik
- Mulai dengan peacing, leading dan praise.
- Guru menjelaskan cara mendeskripsikan seseorang
- Siswa mulai mendiskripsikan seseorang dalam bentuk paragraf
- Guru mendampingi siswa dalam menulis descriptive text.
- Guru mengumpulkan hasil pekerjaan siswa

3. Kegiatan Akhir

- Guru memberikan kesimpulan

H. Sumber/Bahan/Alat

- ✓ Look ahead book
- ✓ Dictionary

✓ Buku sekolah elektronik

I. **Penilaian**

Tehnik : Tertulis (individu)

Aspek : Content dan Organization

a. Content

| Classification | Score | Criteria |
|------------------------|-------|---|
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 6 Masamba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 3 dan 4

A. Standar Kompetensi

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *descriptive*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

Merespon wacana monolog berbentuk
Descriptive text

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana monolog berbentuk *descriptive text*
2. Melakukan monolog berbentuk *Descriptive text*

E. Materi Pokok
Decribing Room

My Bedroom

The first thing you notice when you enter in my room is that is very disorganized. There's no order, I can say that everything has its place in the middle of chaos.

To begin, the door lock is broken. When you finally enter at the room, you can see on the left side of a wall built in wardrobes. There's where I keep all my clothes. The desk is long and narrow, and it has got many drawers. Above the desk there are a lot of things for example a lamp, a mini cactus (which is the only plant I've gotten to keep alive), many magazines, papers, pencils, pens ... In theory, the desk should be a place to study and to do the homework, but I never do it because there's no space. On the other side of the wall there is a library full of books. There are many books that I have had since I was a child because I've never wanted to throw them. Also there is where I keep my notes of the highschool and all the things I don't know where to put them. There are also some stuffed animals, and I would say what's my favourite but I can't.

Then there's my bed. It's metallic and black, nothing special. I use it to hang things wich I don't know where to put, like hats, scarves, belts ... On the bed there are two very comfortable pillows, although I'd like to have many more. Beside the bed there's a bedside table with a lamp and many more things. That's where I put the cell that I use as a clock all the mornings.

And I can only say that a little further down there's the mini hi-fi, which I use to listen to music and you can also watch TV. There's also the electric guitar with amplifier, so important to me.

The walls are full of posters, drawings, a T-shirt, a coke sign...The last wall is a window with orange curtains.

- F. Metode Pembelajaran/Teknik:**
Hypnosis Learning with Music Method
- G. Langkah-langkah Pembelajaran**
1. Kegiatan Pendahuluan
Apersepsi:
 - Berdo'a dan salam

- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

2. Kegiatan Inti

- Guru menjelaskan metode Hypnosis Learning with Music
- Guru mulai membuat siswa merasa nyaman dengan memutar musik
- Mulai dengan peacing, leading dan praise.
- Guru menjelaskan cara mendeskripsikan seseorang
- Siswa mulai mendiskripsikan seseorang dalam bentuk paragraf
- Guru mendampingi siswa dalam menulis descriptive text.
- Guru mengumpulkan hasil pekerjaan siswa

3. Kegiatan Akhir

- Guru memberikan kesimpulan

H. Sumber/Bahan/Alat

- ✓ Look ahead book
- ✓ Dictionary
- ✓ Buku sekolah elektronik

I. Penilaian

Tehnik : Tertulis (individu)

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a. Content

| Classification | Score | Criteria |
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| Very poor | 0-15 | No organization, not enough to evaluate because no meaningfully. |

b. Organization

| Classification | Score | Criteria |
|------------------------|-------|--|
| Excellent to very good | 39-50 | Fluent expression-ideas clearly stated supported logical sequence, well organized, |

| | | |
|-----------------|-------|--|
| | | cohesive. |
| Good to average | 27-38 | The reader can readily follow that is being said but overall organization may sometimes in effective |
| Fair to poor | 16-26 | Lack of logical sequence and development not fluent. |
| Very poor | 0-15 | Leaving connection, no organization. |



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 6 Masamba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 5

A. Standar Kompetensi

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *descriptive*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

Merespon wacana monolog berbentuk
Descriptive text

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana monolog berbentuk *descriptive text*
2. Melakukan monolog berbentuk *Descriptive text*

E. Materi Pokok
Decribing Place

My School

The building of my school – The Secondary technical school – is situated on an eastern side of Martin, on a hill near Matica slovenska. The school is surrounded by heterogenous vegetation from bushes to spruces.

The building itself has a shape of letter H and consists of three main parts. In front of the main part is a big parking place, which is always fully occupied. Wide stairs made of marble, lead the way to school and end near entrance door. Behind them, inside, there is a small entrance hall, from which on the left and right are entries to students' cloakrooms. Corridor from the main part of building is separated by two doors. Behind them on the right are stairs, that will lead us to the doorkeeper's room. By the stairway we will get to main crossroad of the structure.

On the right side, there is a corridor that leads to some classrooms, cabinets, big theatre hall, hostel and ends by the school cafeteria in front of dinning hall. On the left side, we will get to schools HQ offices, headmasters office and headmaster's deputors offices, staff room, teachers' club, a big conference hall and gymnasium. The corridor ends in school workshop. Classrooms for students and cabinets for teachers are on the first and second floor. All of them are marked with a number. Classes have standard equipment to achieve wanted purpose that is education and study. On the third floor, the school laboratories and computer room are located. These labs are equipped with a variety of measuring devices and tools to test teoretical knowledge in practice. There are also toilets for students and teachers on each floor.

F. Metode Pembelajaran/Teknik:
Hypnosis Learning with Music Method

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

2. Kegiatan Inti

- Guru menjelaskan metode Hypnosis Learning with Music
- Guru mulai membuat siswa merasa nyaman dengan memutar musik
- Mulai dengan peacing, leading dan praise.
- Guru menjelaskan cara mendeskripsikan seseorang
- Siswa mulai mendiskripsikan seseorang dalam bentuk paragraf
- Guru mendampingi siswa dalam menulis descriptive text.
- Guru mengumpulkan hasil pekerjaan siswa

3. Kegiatan Akhir

- Guru memberikan kesimpulan

H. Sumber/Bahan/Alat

- ✓ Look ahead book
- ✓ Dictionary
- ✓ Buku sekolah elektronik

I. Penilaian

Tehnik : Tertulis (individu)

Aspek : Content dan Organization

a. Content

| Classification | Score | Criteria |
|------------------------|-------|---|
| Excellent to very good | 39-50 | Clear, well focused, knowledgeable, and relevant to the topic. |
| Good to average | 27-38 | Clear and focused, lack of logical sequence and development ideas, effective but simple construction. |
| Fair to poor | 16-26 | Does not clear, do not communicated, information is very limited. |
| Very poor | 0-15 | No organization, not enough to evaluate because no meaningfully. |

b. Organization

| Classification | Score | Criteria |
|------------------------|-------|--|
| Excellent to very good | 39-50 | Fluent expression-ideas clearly stated supported logical sequence, well organized, cohesive. |
| Good to average | 27-38 | The reader can readily follow that is being said but overall organization may sometimes in effective |
| Fair to poor | 16-26 | Lack of logical sequence and development not fluent. |
| Very poor | 0-15 | Leaving connection, no organization. |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 6 Masamba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 6

A. Standar Kompetensi

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *descriptive*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

Merespon wacana monolog berbentuk
Descriptive text

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana monolog berbentuk *descriptive text*
2. Melakukan monolog berbentuk *Descriptive text*

E. Materi Pokok

Decribing Place

BANTIMURUNG WATERFALL KINGDOM OF BUTTERFLIES

Bantimurung means a place for getting rid of sadness. The spectacular waterfall is located at the valley of the steep limestone hill with its fertile tropical vegetation which makes this area an ideal habitat for the types of butterflies and birds that are famous for their small number.

Before entering the waterfall location, visitors can see a statue of a kind of monkey, about 6 cm tall. This kind of animal can only be found in Sulawesi and Kalimantan.

From the waterfall, visitors can go up to see the lake on top, but there are many sharp corals on the way there. The lake is so blue with many flying butterflies around it.

In 1858-1857, a prominent English naturalist, Alfred Russel Wallace spent all of his life that is enjoyed in this area to catch numerous types of rare butterflies, birds, and insects. Among the butterflies he caught, there was the Papilo Androcles type, one of the rarest and biggest types of butterfly that has a tail like a swallow. A detailed explanation concerning this area has attracted the attention of archeologists, prehistoric, and insects' experts.

The waterfall and surrounding areas is a popular picnic area and it is a pleasant area for roaming around, swimming and enjoying the attractive sceneries. Around the waterfall area, there are sold many specimens of butterflies for souvenirs. From the waterfall one can take a ride to the National Park which is close by, through the limestone mountain chain.

F. Metode Pembelajaran/Teknik:

Hypnosis Learning with Music Method

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

2. Kegiatan Inti

- Guru menjelaskan metode Hypnosis Learning with Music
- Guru mulai membuat siswa merasa nyaman dengan memutar musik

- Mulai dengan peacing, leading dan praise.
- Guru menjelaskan cara mendeskripsikan seseorang
- Siswa mulai mendiskripsikan seseorang dalam bentuk paragraf
- Guru mendampingi siswa dalam menulis descriptive text.
- Guru mengumpulkan hasil pekerjaan siswa

3. Kegiatan Akhir

- Guru memberikan kesimpulan

H. Sumber/Bahan/Alat

- ✓ Look ahead book
- ✓ Dictionary
- ✓ Buku sekolah elektronik

I. Penilaian

Tehnik : Tertulis (individu)

Aspek : Content dan Organization

a. Content

| Classification | Score | Criteria |
|------------------------|-------|---|
| Excellent to very good | 39-50 | Clear, well focused, knowledgeable, and relevant to the topic. |
| Good to average | 27-38 | Clear and focused, lack of logical sequence and development ideas, effective but simple construction. |
| Fair to poor | 16-26 | Does not clear, do not communicated, information is very limited. |
| Very poor | 0-15 | No organization, not enough to evaluate because no meaningfully. |

b. Organization

| Classification | Score | Criteria |
|------------------------|-------|--|
| Excellent to very good | 39-50 | Fluent expression-ideas clearly stated supported logical sequence, well organized, cohesive. |
| Good to average | 27-38 | The reader can readily follow that is being said but overall organization may sometimes in effective |
| Fair to poor | 16-26 | Lack of logical sequence and development not fluent. |
| Very poor | 0-15 | Leaving connection, no organization. |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 6 Masamba
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 1
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Pertemuan Ke : 7 dan 8

A. Standar Kompetensi

Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *descriptive*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

Merespon wacana monolog berbentuk
Descriptive text

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana monolog berbentuk *descriptive text*
2. Melakukan monolog berbentuk *Descriptive text*

E. Materi Pokok

1. Describing Building

Borobudur

Borobudur is Hindu - Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa.

The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

F. Metode Pembelajaran/Teknik:

Hypnosis Learning with Music Method

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

2. Kegiatan Inti

- Guru menjelaskan metode Hypnosis Learning with Music
- Guru mulai membuat siswa merasa nyaman dengan memutar musik
- Mulai dengan peacing, leading dan praise.
- Guru menjelaskan cara mendeskripsikan seseorang
- Siswa mulai mendeskripsikan seseorang dalam bentuk paragraf
- Guru mendampingi siswa dalam menulis descriptive text.
- Guru mengumpulkan hasil pekerjaan siswa

3. Kegiatan Akhir

- Guru memberikan kesimpulan

H. Sumber/Bahan/Alat

- ✓ Look ahead book
- ✓ Dictionary
- ✓ Buku sekolah elektronik

I. Penilaian

Tehnik : Tertulis (individu)

Aspek : Content dan Organization

a. Content

| Classification | Score | Criteria |
|------------------------|-------|---|
| Excellent to very good | 39-50 | Clear, well focused, knowledgeable, and relevant to the topic. |
| Good to average | 27-38 | Clear and focused, lack of logical sequence and development ideas, effective but simple construction. |
| Fair to poor | 16-26 | Does not clear, do not communicated, information is very limited. |
| Very poor | 0-15 | No organization, not enough to evaluate because no meaningfully. |

b. Organization

| Classification | Score | Criteria |
|------------------------|-------|--|
| Excellent to very good | 39-50 | Fluent expression-ideas clearly stated supported logical sequence, well organized, cohesive. |
| Good to average | 27-38 | The reader can readily follow that is being said but overall organization may sometimes in effective |
| Fair to poor | 16-26 | Lack of logical sequence and development not fluent. |
| Very poor | 0-15 | Leaving connection, no organization. |



Appendix C

INSTRUMENT TESTS

1. Test of Cycle 1

INSTRUCTION

Make a descriptive text and choose one of the topics below that you think interesting!

You may also choose your own topic!

- Your favorite teacher in your school
- One of the room in your house

2. Test of Cycle 2

INSTRUCTION

Make a descriptive text and choose one of the topics below that you think interesting!

- Your school building.
- The famous tourism place that you like so much.

Appendix D

Diagnostic test

INSTRUCTION

Make a descriptive text by using your own words with free topic!



Appendix E

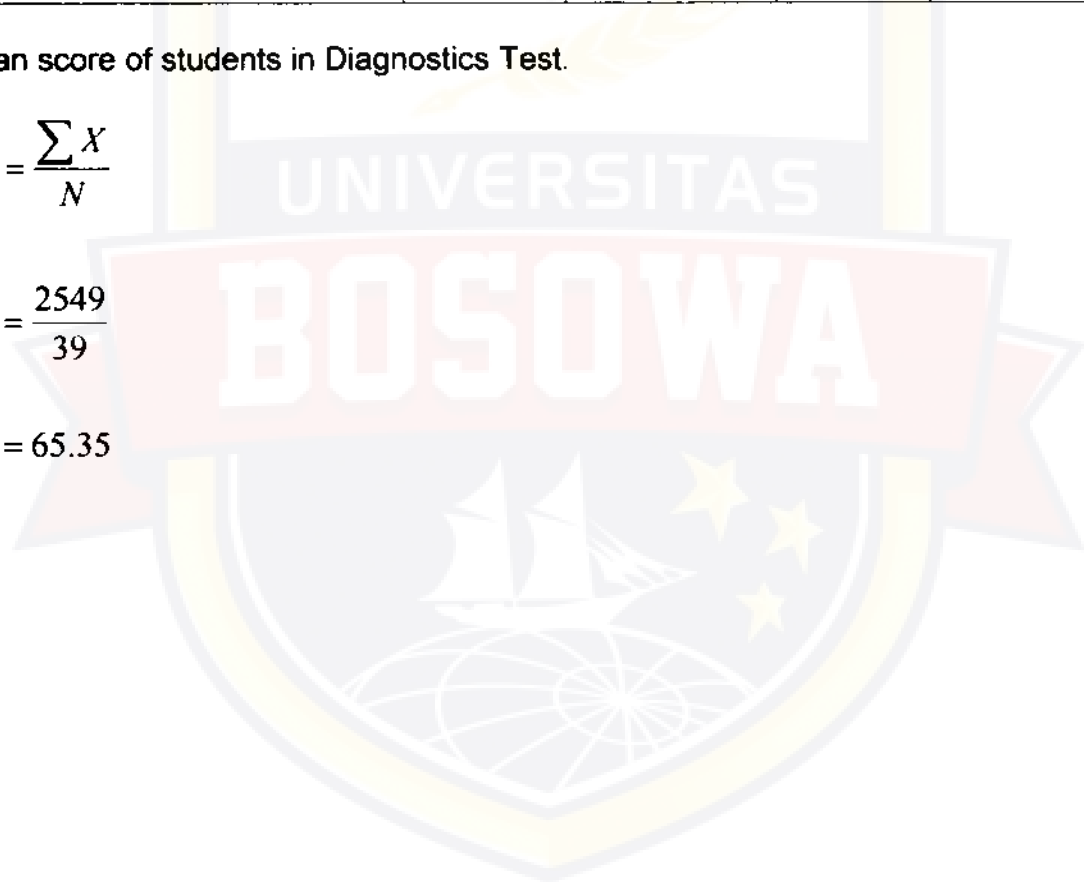
The Result of Diagnostic test

| No | Subjects | D- Test | | Total Score | Categories |
|----|----------|---------|--------------|-------------|------------|
| | | Content | Organization | | |
| 1 | AH | 32 | 33 | 65 | Fair |
| 2 | AAAR | 37 | 31 | 68 | Good |
| 3 | AS | 42 | 38 | 80 | Good |
| 4 | DYCH | 32 | 28 | 60 | Fair |
| 5 | DYH | 35 | 28 | 63 | Fair |
| 6 | HTM | 36 | 36 | 72 | Good |
| 7 | A | 36 | 38 | 74 | Good |
| 8 | J | 32 | 28 | 60 | Fair |
| 9 | K | 35 | 35 | 70 | Good |
| 10 | Ku | 38 | 28 | 65 | Fair |
| 11 | MJ | 35 | 33 | 68 | Good |
| 12 | C | 42 | 35 | 77 | Good |
| 13 | MA | 37 | 35 | 72 | Good |
| 14 | MT.L | 40 | 38 | 78 | Good |
| 15 | MuA | 36 | 34 | 70 | Good |
| 16 | MR | 29 | 34 | 63 | Fair |
| 17 | M | 25 | 26 | 51 | Poor |
| 18 | RT | 34 | 33 | 67 | Good |
| 19 | RSS | 32 | 34 | 66 | Good |
| 20 | RD | 35 | 35 | 70 | Good |
| 21 | RDW | 35 | 28 | 63 | Fair |
| 22 | RCL | 25 | 25 | 50 | Poor |
| 23 | RC | 25 | 25 | 50 | Poor |
| 24 | Sa | 33 | 30 | 63 | Fair |
| 25 | Ku | 33 | 30 | 63 | Fair |
| 26 | S | 40 | 28 | 68 | Good |
| 27 | SMN | 42 | 30 | 72 | Good |
| 28 | SWK | 24 | 26 | 50 | Poor |
| 29 | A.H | 30 | 38 | 68 | Good |
| 30 | A.YS | 32 | 28 | 60 | Fair |
| 31 | LJL | 35 | 34 | 69 | Good |
| 32 | AMS | 33 | 37 | 70 | Good |

| | | | | | |
|---------------|------|-------|-------|-------|------|
| 33 | AS | 29 | 34 | 63 | Fair |
| 34 | BCYS | 32 | 28 | 60 | Fair |
| 35 | Kas | 33 | 29 | 62 | Fair |
| 36 | DPS | 37 | 35 | 72 | Good |
| 37 | FA | 24 | 26 | 50 | Poor |
| 38 | HVI | 37 | 33 | 70 | Good |
| 39 | HH | 34 | 33 | 67 | Good |
| Total Score | | 1313 | 1237 | 2549 | |
| Mean Score | | 33.66 | 31,71 | 65,35 | |
| Maximum Score | | 42 | 38 | 80 | |
| Minimum Score | | 24 | 25 | 50 | |

Mean score of students in Diagnostics Test.

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2549}{39} \\ &= 65.35\end{aligned}$$



Appendix F

Score of Students' Writing Ability

a. Cycle I

The Cycle I Score of Students' Writing Ability

| No | Subjects | Students' Writing Ability | | Total Score | Categories |
|----|----------|---------------------------|--------------|-------------|------------|
| | | Content | Organization | | |
| 1 | AH | 33 | 32 | 65 | Fair |
| 2 | AAAR | 36 | 34 | 70 | Good |
| 3 | AS | 43 | 39 | 82 | Good |
| 4 | DYCH | 33 | 27 | 60 | Fair |
| 5 | DYH | 32 | 38 | 70 | Good |
| 6 | HTM | 38 | 34 | 72 | Good |
| 7 | A | 35 | 35 | 70 | Good |
| 8 | J | 35 | 33 | 68 | Good |
| 9 | K | 40 | 33 | 73 | Good |
| 10 | Ku | 39 | 31 | 70 | Good |
| 11 | MJ | 35 | 32 | 67 | Good |
| 12 | C | 40 | 35 | 75 | Good |
| 13 | MA | 41 | 35 | 76 | Good |
| 14 | MT.L | 40 | 38 | 78 | Good |
| 15 | MuA | 33 | 40 | 73 | Good |
| 16 | MR | 30 | 31 | 61 | Fair |
| 17 | M | 30 | 30 | 60 | Fair |
| 18 | RT | 38 | 32 | 70 | Good |
| 19 | RSS | 32 | 34 | 67 | Good |
| 20 | RD | 35 | 35 | 70 | Good |
| 21 | RDW | 35 | 30 | 65 | Fair |
| 22 | RCL | 33 | 31 | 64 | Fair |
| 23 | RC | 25 | 25 | 50 | Poor |
| 24 | Sa | 40 | 35 | 75 | Good |
| 25 | Ku | 38 | 32 | 73 | Good |
| 26 | S | 35 | 33 | 68 | Good |
| 27 | SMN | 42 | 35 | 75 | Good |
| 28 | SWK | 28 | 27 | 55 | Poor |
| 29 | A.H | 35 | 38 | 73 | Good |
| 30 | A.YS | 35 | 30 | 65 | Fair |
| 31 | LJL | 34 | 34 | 68 | Good |
| 32 | AMS | 40 | 33 | 73 | Good |

| | | | | | |
|---------------|---------|-------|-------|-------|------|
| 33 | A S | 29 | 34 | 63 | Fair |
| 34 | B C Y S | 32 | 33 | 65 | Fair |
| 35 | Kas | 33 | 32 | 65 | Fair |
| 36 | D P S | 38 | 34 | 72 | Good |
| 37 | F A | 24 | 26 | 50 | Poor |
| 38 | H V I | 40 | 35 | 75 | Good |
| 39 | H H | 32 | 33 | 65 | Fair |
| Total Score | | 1366 | 1288 | 2656 | |
| Mean Score | | 35,02 | 33,05 | 68,10 | |
| Maximum Score | | 43 | 40 | 82 | |
| Minimum Score | | 24 | 26 | 50 | |

Mean score of the students in cycle

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{2656}{39}$$

$$= 68.10$$

b. Cycle II

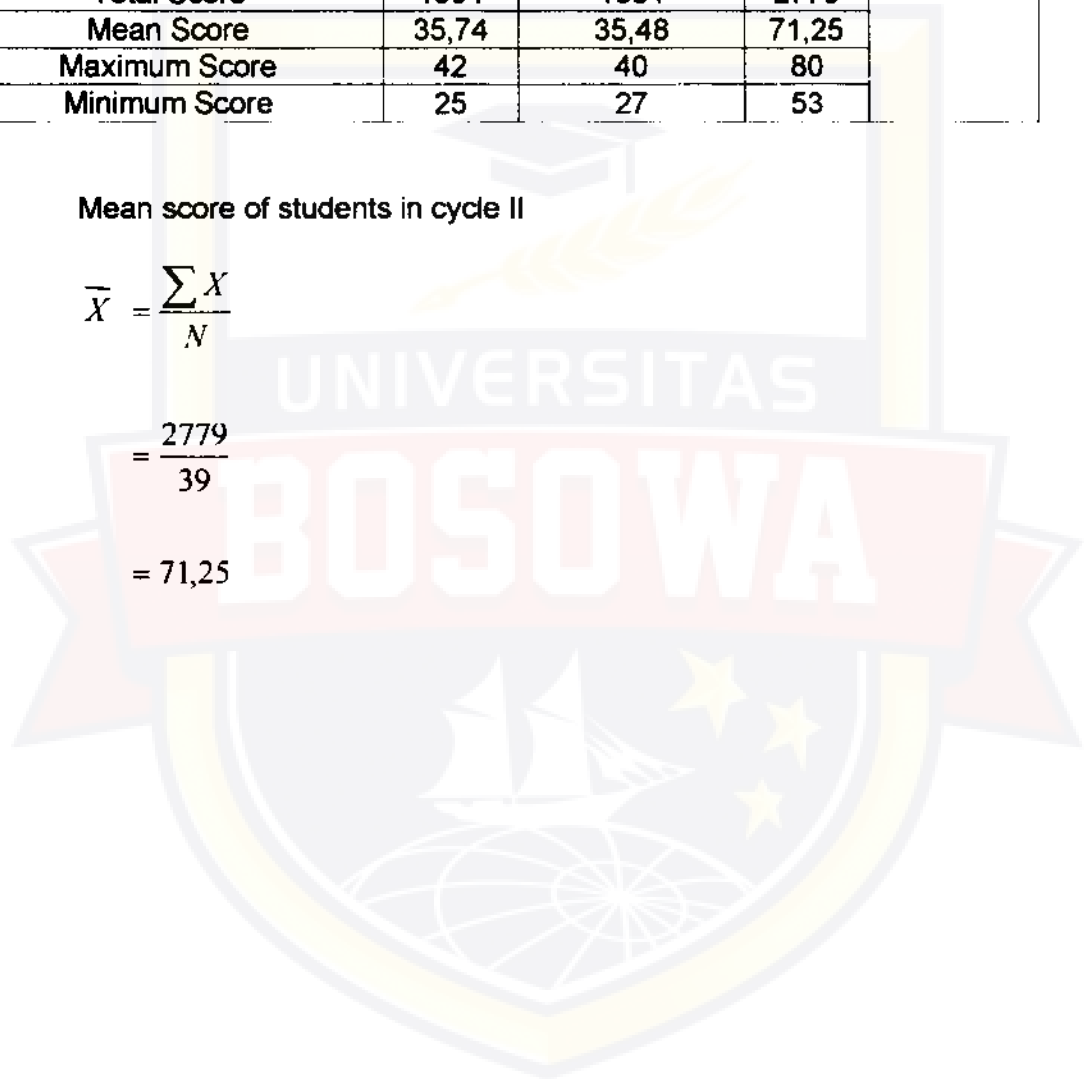
The Cycle II Score of Students' Writing Ability

| No | Subjects | Students' Writing Ability | | Total Score | Categories |
|----|----------|---------------------------|--------------|-------------|------------|
| | | Content | Organization | | |
| 1 | AH | 35 | 34 | 69 | Good |
| 2 | AAAR | 38 | 34 | 72 | Good |
| 3 | AS | 40 | 40 | 80 | Good |
| 4 | DYCH | 33 | 30 | 63 | Fair |
| 5 | DYH | 32 | 38 | 70 | Good |
| 6 | HTM | 40 | 37 | 77 | Good |
| 7 | A | 40 | 36 | 76 | Good |
| 8 | J | 35 | 38 | 73 | Good |
| 9 | K | 40 | 35 | 75 | Good |
| 10 | Ku | 35 | 35 | 70 | Good |
| 11 | MJ | 35 | 34 | 69 | Good |
| 12 | C | 40 | 40 | 80 | Good |
| 13 | MA | 41 | 35 | 76 | Good |
| 14 | MT.L | 42 | 38 | 80 | Good |
| 15 | MuA | 33 | 36 | 69 | Good |
| 16 | MR | 30 | 38 | 68 | Good |
| 17 | M | 33 | 32 | 65 | Fair |
| 18 | RT | 37 | 36 | 73 | Good |
| 19 | RSS | 35 | 35 | 70 | Good |
| 20 | RD | 35 | 37 | 72 | Good |
| 21 | RDW | 35 | 34 | 69 | Good |
| 22 | RCL | 34 | 34 | 68 | Good |
| 23 | RC | 25 | 28 | 53 | Poor |
| 24 | Sa | 40 | 39 | 79 | Good |
| 25 | Ku | 35 | 38 | 73 | Good |
| 26 | S | 35 | 35 | 70 | Good |
| 27 | SMN | 42 | 38 | 80 | Good |
| 28 | SWK | 28 | 27 | 55 | Poor |
| 29 | A.H | 36 | 40 | 76 | Good |
| 30 | A.YS | 35 | 30 | 65 | Fair |
| 31 | LJL | 38 | 35 | 73 | Good |
| 32 | AMS | 40 | 40 | 80 | Good |
| 33 | AS | 30 | 38 | 68 | Good |

| | | | | | |
|---------------|------|-------|-------|-------|------|
| 34 | BCYS | 35 | 34 | 69 | Good |
| 35 | Kas | 35 | 35 | 70 | Good |
| 36 | DPS | 40 | 36 | 76 | Good |
| 37 | FA | 27 | 35 | 63 | Fair |
| 38 | HVI | 40 | 35 | 75 | Good |
| 39 | HH | 35 | 35 | 70 | Good |
| Total Score | | 1394 | 1384 | 2779 | |
| Mean Score | | 35,74 | 35,48 | 71,25 | |
| Maximum Score | | 42 | 40 | 80 | |
| Minimum Score | | 25 | 27 | 53 | |

Mean score of students in cycle II

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2779}{39} \\ &= 71,25\end{aligned}$$



Appendix G**The Score in D-Test, Cycle I and II**

| No | Subjects | D-Test | Cycle I | Cycle II |
|----|----------|--------|---------|----------|
| 1 | AH | 65 | 65 | 69 |
| 2 | AAAR | 68 | 70 | 72 |
| 3 | AS | 80 | 82 | 80 |
| 4 | DYCH | 60 | 60 | 63 |
| 5 | DYH | 63 | 70 | 70 |
| 6 | HTM | 72 | 72 | 77 |
| 7 | A | 74 | 70 | 76 |
| 8 | J | 60 | 68 | 73 |
| 9 | K | 70 | 73 | 75 |
| 10 | Ku | 65 | 70 | 70 |
| 11 | MJ | 68 | 67 | 69 |
| 12 | C | 77 | 75 | 80 |
| 13 | MA | 72 | 76 | 76 |
| 14 | MT.L | 78 | 78 | 80 |
| 15 | MuA | 70 | 73 | 69 |
| 16 | MR | 63 | 61 | 68 |
| 17 | M | 51 | 60 | 65 |
| 18 | RT | 67 | 70 | 73 |
| 19 | RSS | 66 | 67 | 70 |
| 20 | RD | 70 | 70 | 72 |
| 21 | RDW | 63 | 65 | 69 |
| 22 | RCL | 50 | 64 | 68 |
| 23 | RC | 50 | 50 | 53 |
| 24 | Sa | 63 | 75 | 79 |
| 25 | Ku | 63 | 73 | 73 |
| 26 | S | 68 | 68 | 70 |
| 27 | SMN | 72 | 75 | 80 |
| 28 | SWK | 50 | 55 | 55 |
| 29 | A.H | 68 | 73 | 76 |
| 30 | A.YS | 60 | 65 | 65 |
| 31 | LJL | 69 | 68 | 73 |
| 32 | AMS | 70 | 73 | 80 |
| 33 | AS | 63 | 63 | 68 |
| 34 | BCYS | 60 | 65 | 69 |
| 35 | Kas | 62 | 65 | 70 |
| 36 | DPS | 72 | 72 | 76 |

| | | | | |
|---------------|-------|-------|-------|-------|
| 37 | F A | 50 | 50 | 63 |
| 38 | H V I | 70 | 75 | 75 |
| 39 | H H | 67 | 65 | 70 |
| Total Score | | 2549 | 2656 | 2779 |
| Mean Score | | 65,35 | 68,10 | 71,25 |
| Maximum Score | | 80 | 82 | 80 |
| Minimum Score | | 50 | 50 | 55 |



Appendix H

Students Improvement of Writing Ability after Implementing Hypnosis Learning with Music Method

To know the improvement researcher uses this Formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

a. The Improvement of The Students' Writing views from Content

| Writing views of Content | | | Improvement (%) | |
|--------------------------|---------|----------|-----------------|-----------|
| D- Test | Cycle I | Cycle II | D-test to CI | CI to CII |
| 33.66 | 35.02 | 35.74 | 4.04 | 2.05 |

- **D-test to CI**

$$P = \frac{35.02 - 33.66}{33.66} \times 100$$
$$= 4.04\%$$

- **CI to CII**

$$P = \frac{35.74 - 35.02}{35.02} \times 100$$
$$= 2.05\%$$

b. The Improvement of The Students' Writing views from organization

| Writing views of Organization | | | Improvement (%) | |
|-------------------------------|---------|----------|-----------------|-----------|
| D- Test | Cycle I | Cycle II | D-test to CI | CI to CII |
| 31.71 | 33.05 | 35.48 | 4.22 | 7.35 |

- **D-test to CI**

$$P = \frac{33.05 - 31.71}{31.71} \times 100$$

$$= 4.22\%$$

- **CI to CII**

$$P = \frac{35.48 - 33.05}{33.05} \times 100$$

$$= 7.35\%$$

c. The Improvement of Students' Writing Ability from D-Test to Cycle II

| The Result of Students' Writing Ability | | | Improvement (%) | | |
|---|---------|----------|-----------------|-----------|---------------|
| D- Test | Cycle I | Cycle II | D-test to CI | CI to CII | D-test to CII |
| 65.35 | 68.10 | 71.25 | 4.20 | 4.62 | 9.02 |

- **D-test to CI**

$$P = \frac{68.10 - 65.35}{65.35} \times 100$$

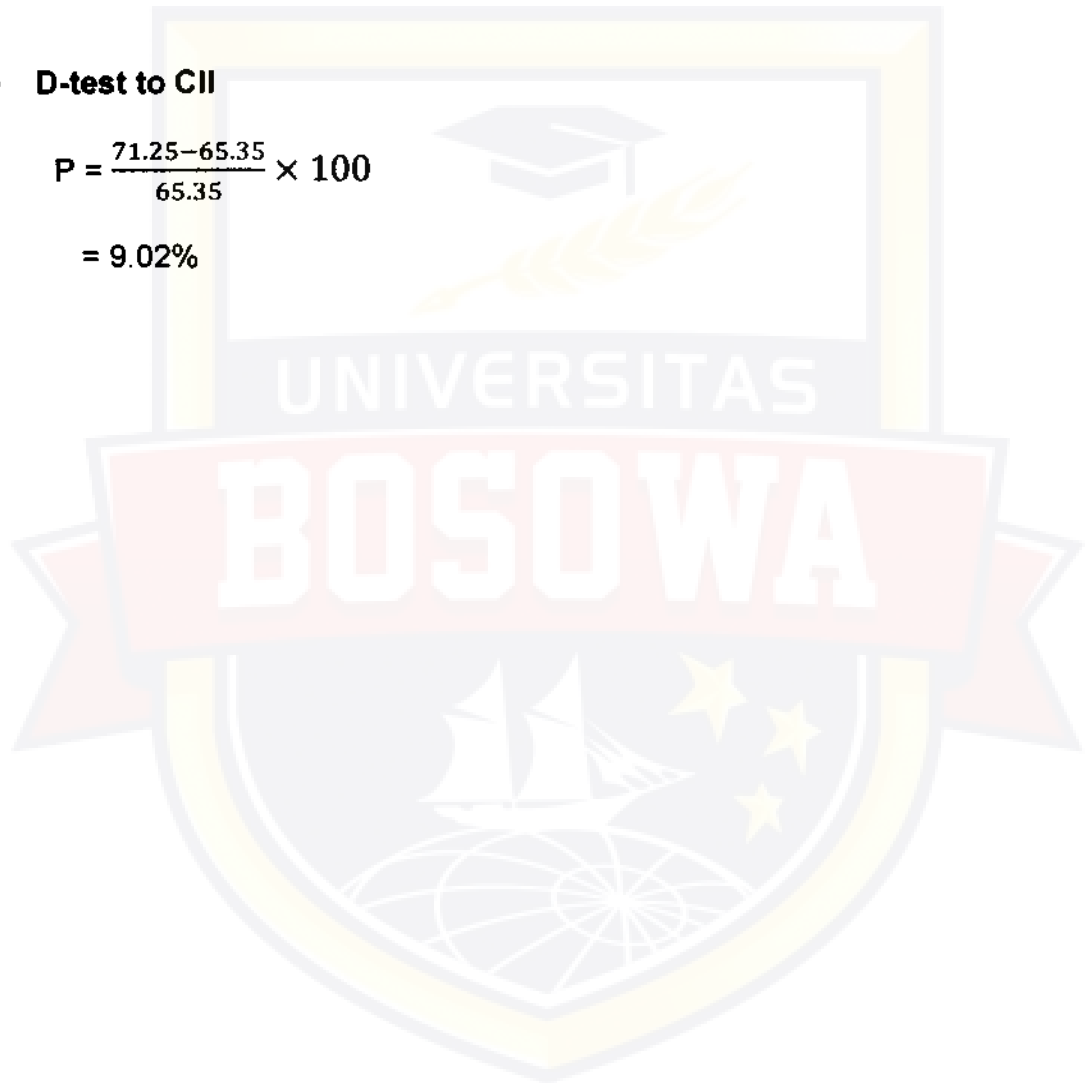
$$= 4.20\%$$

- **CI to CII**

$$P = \frac{71.25 - 68.10}{68.10} \times 100$$
$$= 4.62 \%$$

- **D-test to CII**

$$P = \frac{71.25 - 65.35}{65.35} \times 100$$
$$= 9.02 \%$$



Appendix I

The Observation of Students's Activeness Sheet in Teaching

Leraning Process in Cycle 1 and Cycle II

| No | Students | Meeting | | | | | | | |
|----|----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | Cycle I | | | | Cycle II | | | |
| | | 1 st | 2 nd | 3 rd | 4 th | 1 st | 2 nd | 3 rd | 4 th |
| 1 | AH | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 4 |
| 2 | AAAR | 2 | 3 | 4 | 3 | 4 | 4 | 3 | 3 |
| 3 | AS | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 |
| 4 | DYCH | 2 | A | 3 | 3 | A | 3 | 2 | 3 |
| 5 | DYH | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 |
| 6 | HTM | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 |
| 7 | A | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 |
| 8 | J | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| 9 | K | 2 | 4 | 3 | 3 | A | 3 | 3 | 4 |
| 10 | Ku | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| 11 | MJ | 2 | 2 | 3 | 3 | 3 | S | 4 | 3 |
| 12 | C | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 |
| 13 | MA | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 4 |
| 14 | MT.L | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 |
| 15 | MuA | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 |
| 16 | MR | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 |
| 17 | M | 1 | 2 | A | 3 | 3 | 2 | 3 | 3 |
| 18 | RT | 2 | 3 | 3 | 3 | 4 | 3 | S | 4 |
| 19 | RSS | 2 | 2 | 2 | 3 | 3 | 4 | 3 | 3 |
| 20 | RD | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 4 |
| 21 | RDW | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| 22 | RCL | 1 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| 23 | RC | A | 2 | 1 | 2 | 3 | 2 | 2 | 2 |
| 24 | Sa | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 4 |
| 25 | Ku | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 3 |
| 26 | S | 1 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| 27 | SMN | 3 | 4 | A | 4 | 3 | 3 | 3 | 4 |
| 28 | SWK | 1 | A | 3 | 2 | A | 2 | 3 | 3 |
| 29 | A.H | 3 | 3 | 2 | 3 | 4 | 2 | 3 | 3 |
| 30 | A.YS | 1 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

2. Cycle 2

a. The First Meeting

$$P = \frac{110}{4 \times 39} \times 100$$
$$= 70.51\%$$

c. The Second Meeting

$$P = \frac{106}{4 \times 39} \times 100$$
$$= 67.94\%$$

b. The Third Meeting

$$P = \frac{113}{4 \times 39} \times 100$$
$$= 72.43\%$$

d. The Forth Meeting

$$P = \frac{131}{4 \times 39} \times 100$$
$$= 83.97\%$$

