

text. First, the teacher using the LCD projector, second, the teacher turn on the laptop, third, the teacher search English Club Television channel in file power point and the last is the teacher use speaker in order to make sound can be listened by the whole class. After that, the teacher played English Club Television channel to show to the student and asked the students to guess the topic of the lesson of that meeting. Then, the teacher ordered the student to ask their friend about their favorite animal and what does it looks like.

The next activity is exploration activity, before the teacher played English Club Television channel then, asks the students to write description about the animal based on the video, the teacher gave explanation about what is descriptive text, the generic structure of descriptive text, and the characteristic of descriptive text. Then, the teacher asked the student to write the description of the animal based on “safari” theme in English Club Television channel, the researcher played English Club Television channel by using laptop, speaker and LCD projector so that the whole class can see English Club Television channel clearer, after that, the teacher played English Club Television channel to show to the student, this activity aimed to give an example of descriptive sentence to the students based on English Club Television channel with “safari” as the theme. Before the teacher asked the students to write description about animal, the teacher gave

example of descriptive text and asks the students to guess which one is identification and which one is description. During the exploration activity, the teacher walked around the class to help students about how to write descriptively. The next activity is association, the teacher asked the students to discussed with their friend about their descriptive writing, and the last activity is communication, the teacher asked the student to present their descriptive writing in front of the class, the teacher evaluated students grammar, vocabulary, descriptive words, also punctuation and spelling based on their oral presentation.

2. The problem during teaching writing descriptive text using English Club Television channel

In this first meeting, the teacher found the problem related to the lesson in first meeting. The teacher confused to allocate time between pre-test and giving material. Besides, some of the students sleepy because of the material given after doing the pre-test, so the students cannot optimal in learning writing descriptive text. Moreover, the students feel lazy because they want to have second break soon.

The other problem occur in the application of English Club Television channel is, the link which shown in power point slide which should be used to watch English Club Television channel via online is cannot be clicked, then, the internet connection signal which

see English Club Television channel clearer, there are four steps in using English Club Television channel in teaching writing descriptive text. First, the teacher using the LCD projector, second, the teacher turn on the laptop, third, the teacher search English Club Television channel in file power point and the last is the teacher use speaker in order to make sound can be listened by the whole class. Then, the teacher ordered the student to asked to their friend about what kind of transportation do they usually use before go to school and what does it look like, the teacher gave time only three minutes to asked to their friend while evaluated their grammar, vocabulary, pronunciation and spelling.

The teacher then asked the students to write a description about public transportation based on English Club Television channel video. the researcher played English Club Television channel by using laptop, speaker and LCD projector so that the whole class can see English Club Television channel clearer, after that, the teacher played English Club Television channel to show to the student. The teacher played it twice, because some of the students still confused with what did the speaker tells about. After the exploration activity, the teacher asked the student to discuss with their friend about their writing. Then, the teacher explained about the characteristic of descriptive text, the generic structure of descriptive text. The last activity is

the student to point the difference between description and identification. The teacher then explained the descriptive text, the characteristics, and generic structure. The last activity is communication, the teacher asked the student to present their descriptive writing in front of the class while the teacher correct their grammar, vocabulary, descriptive words, the generic structure and characteristic of descriptive text.

2. The problem during teaching writing descriptive text using English Club Television channel

In this third meeting, the teacher found the problem related to the lesson, the teacher should prepare students and material before giving post-test. Because of the material and post-test delivered at the same time, the material could not optimally delivered well, so that only general point delivered in this meeting. The students feel anxious before they do the post-test, because they worried if they get bad score in post-test.

The other problem occur in the application of English Club Television channel is, the link which shown in power point slide which should be used to watch English Club Television channel via online is cannot be clicked, then, the internet connection signal which used by the researcher to watch English Club Television channel via online is getting trouble, it takes long time to buffering, because, it played by using Youtube.

The table above shows about the application of using English Club Television channel in improving students' mastery on writing descriptive text is divided into three activities. First is opening, the teacher greeted the students and asked them to singing and dancing through English song. The second is while teaching, while teaching activity is divided into five steps; observing, asking, exploring, associating, and communicating which used "London" as the theme of the meeting. And the last, is closing, the teacher closed the meeting with pray together and said thank you to the students.

2. The improvement of students' mastery on writing descriptive text by using English Club Television channel

A. Pre-test report of Experimental group

The researcher monitored the experimental group at 15th September 2016 after the pre-test of control group. It happened because the researcher follows the lesson schedule where the control group lesson schedule held before the lesson schedule the experimental group. The researcher greeted the student, and then the researcher introduced herself and explained what she wanted to do. Then, the researcher instructed the student to write a description about their home in a worksheet to the students. After the student finish, the researcher to check their answer,

the song which is related to the topic of the lesson. The teacher operate English Club Television channel by using laptop, speaker and LCD projector, there are four steps in using English Club Television channel in teaching writing descriptive text. First, the teacher using the LCD projector, second, the teacher turn on the laptop, third, the teacher search English Club Television channel in file power point and the last is the teacher use speaker in order to make sound can be listened by the whole class. Then, the researcher asked the student to guess the topic based on the video gained from English club television channel. After student guessing the topic, the researcher asked the student to ask their friend about their favorite animal and how it does look like.

After the student asked their friend about the description of animal, the researcher ask the student to write a description about the animal based on English club television channel. Then, the researcher asked the student to discuss with their friend about their descriptive writing, give them the example of descriptive writing, and teach the generic structure of descriptive text. In the end of the class, the researcher said thank you to the student. The researcher choose animal as the topic of first treatment, because, animal is one kind of things around them.

The first treatment is held on 14th September 2016. In this time, the students are taught by using random Youtube video. The theme of this meeting is about “animal”. Before they start to write the descriptive text, the researcher explains first about the generic structure of descriptive text and its example to make them understand about how to write descriptive text well. Then, the researcher asked the student to write and identify which one is identification and which one is description based on the random Youtube video.

The first treatment starts with greeting. Then, the researcher plays the video and asks the student to guess about the topic of the lesson in this meeting. After that, the researcher ordered students to ask to their friend about their favorite animals and how does it looks like. Then, the researcher asked the student to write about the description of animal and identify which one is identification and which one is description. The last, the researcher asked student to read aloud together to identify which one is identification and which one is description about animal.

The researcher then asked the student to ask to their friend about what is their favorite transportation and how it does looks like. After asking their friend, the researcher asked the student to looking for the identification and description of the description based on English club television channel. The researcher then asked the student to discuss with their friend about their description writing which they get based on English club television channel and present in front of the classroom. At the end of the classroom, the researcher said thank you to the student.

Then, Second treatment of control group was held on 11th October 2016. In this time, the students are taught by using random Youtube video. The theme of this meeting is about transportation. On that meeting, the researcher asks the students' to dance together in order to warming up and refresh their mind after midterm test. Before they start to write the descriptive text, the researcher explains first about the generic structure of descriptive text and its example to make them understand about how to write descriptive text well. Then, the researcher asked the student to write and identify which one is identification and which one is description based on the random Youtube video.

The first treatment starts with greeting. The researcher plays the video then order the student to guess the topic of the lesson. After

channel and random Youtube video to improve students' mastery in writing descriptive text is divided into three steps. First, is opening, the opening activity is the teacher greeted the student and asked them to sing and dance based on English song. Second, the while teaching activity is divided into five steps; observing, asking, exploring, associating and communicating which has "public transportation" as the theme of the meeting. And the last is closing, the teacher asked the students' to pray together, said thank you to the students and greeted the students.

c. Third treatment

The third treatment was held on 13th October 2016. Third treatment was done in order to apply English club Television channel. On that meeting, the researcher greet to the students. Then, the researcher plays the warming up video in order to energize student before they start the lesson. After asking student to dance together, the researcher asks the students to guess the topic of the lesson based on the video from English Club Television channel. The teacher operate English Club Television channel by using laptop, speaker and LCD projector, there are four steps in using English Club Television channel in teaching writing descriptive text. First, the teacher using the LCD projector, second, the teacher turn

on the laptop, third, the teacher search English Club Television channel in file power point and the last is the teacher use speaker in order to make sound can be listened by the whole class. Then, the researcher asks the students about kinds of public places in a town, some public places in Surabaya and public places should be in a town.

The researcher then explains about the example of conclusion, generic structure of descriptive text, and characteristic of descriptive text. At the end of the classroom, the researcher said thank you to the students.

Third treatment was held on 12th October 2016. In this time, the students are taught by using random Youtube video. The theme of this meeting is about public places in a town. On that meeting, before they start the lesson, the researcher asks the student to dance together based on the video played by the researcher in order to warming up. After the researcher asks the students to dance together, the researcher asks the students to guess the topic of the lesson based on random Youtube video which the researcher shown in LCD projector.

The researcher then asks the students about public places in a town and ordered student to mention about kinds of public places in a town and public places should be available in a town. After that, the researcher asks the student to identify the generic structure of descriptive text based on the text which explained by the researcher.

the mean of post-test score also higher than control group. Experimental group get mean 89.21 whereas control group get mean 83.81.

After research, both of classes are given post-test. The aim of this post-test is to measure students' skill in writing descriptive text after using special treatment. In experimental group, English Club Television channel as media is used in teaching writing descriptive text. Then, in control class, the teacher uses random Youtube video. Certainly, both classes have different result.

Experimental class has better result than control class. There are 5 rating score in each session. For the rating score 0 until 20 and 21-40, there is no student from both classes get that score or 0 student. There are 0 student from control class and no students from experiment class in the rating score of 41-60. Whereas, in rating 61-80, there are 7 students from control class and 2 students from experimental class. The last rating score is 81-100, there are 35 students from Experimental group and 31 students from control group.

Here, the researcher provides table of pot-test score of experimental group. The researcher gives some samples of students' score of post-test in Experimental group and control group. The details as follows:

student, 24,3% answered that the material is easy to understand, and 10,8% answered that the video has interesting view. So, it can be concluded that the material content in English Club Television channel are easy to understand. It seemed from students' enthusiast when the researcher applies English Club Television channel in teaching writing descriptive text, and they understand about some example of descriptive text which is shown in English Club Television channel.

The third question showed that 43,2% students answered that students are interested in learning writing by using English Club Television because the media in learning writing is authentic, where the native speaker directly speak in the video, whereas 62,1% students answered that the students could learn about how to speak based on the video shown in learning process, 2,7% answered that the media which is used is not authentic for learning writing, 2,7% answered that students could not learn how to speak based on the video, and 2,7% answered that he was interested in learning writing by using English Club Television channel but he prefer to be focused on dictionary or book. It can be concluded that students are interested in learning writing by using English Club Television channel because they also could learn about how to speak based on the video shown.

From the fourth question, it showed that 29,7% students answered they learnt writing or English by using English Club

Television channel in their home, whereas 62,1% students answered that they learnt writing or English by using English Club Television channel in their school, 21,6% students answered in their English course, 2,7% answered in English Extracurricular and 13,5% answered that they never used English Club Television channel in learning writing or English before and in English course, but, it gives more material. It can be concluded that most of students learnt English or writing by using English Club in school before.

From the fifth question, it showed that 64,8% students answered that audiovisual material which is shown in English Club Television is fun because the spelling and pronunciation is clear, whereas 62,1% students answered audiovisual material shown in English Club Television channel is fun, because it gives more English vocabulary, and 2,7% answered that the audiovisual material in English Club Television channel is fun, but the material is too simple and seemed boring. So, it can be concluded that the material in English Club Television channel is fun because of the pronunciation and spelling shown in English Club Television channel is clear and easy to understandable to learn.

From the sixth question, it showed that 70,2% students answered that English Club Television channel is important for learning writing or English, because it gives more English skills,

whereas 51,3% answered important, because it can be used as variation in learning writing or English, 2,7% answered not important, because it cannot be used as variation in learning writing, and 2,7% answered depend on the teacher, it can be used or not. So, it can be concluded that, English Club Television is important to used in learning writing or English because it gives more knowledge and skills in learning English or writing.

From the seventh question, it showed that 56,7% students answered that they study again the English writing material which is given by their teacher in the night time, when they arrived at home, whereas 21,6% answered when they arrived at home, they directly study again the English writing material from their teacher, 32,4% answered when they were in English course, 5,4% answered when they were in English Extracurricular, 2,7% answered never, and 2,7% answered when needed, because the English writing material tend to be simple. So, it can be conclude that most of students study again in the night, when they arrived home.

From the eighth question, it showed that the time when they learnt English or writing by using English Club Television before the researcher applies are 40,5% students answered in English subject, 29,7% answered in home, 35,1% answered in English course, 13,5% answered never, and 2,7% answered in English course, but the English

course gives more material and complete. So, it can be concluded that most of students answered that the time when they learnt English by using English Club Television channel are when they were in English subject.

From the ninth question, it showed that 72,9% students answered that English club Television channel can improve students' skill in English or writing, because the material is understandable, 56,7% answered the sentence in English Club Television channel is understandable, and 2,7% answered just an ordinary, because the material is boring. So, it can be concluded that most of students answered English Club Television can ease students in learning English or writing because the material is understandable and simple.

From the last question, it showed that 70,2% answered that English Club Television channel is fun, because the material is understandable, 59,4% answered the video content is interesting, and 2,7% answered because there are video added in learning, so that it does not make boring. So, it can be concluded that English Club Television can improve students' learning in English or writing because the material is understandable.

This table informs about students responses of implementation of English Club Television channel to improve students' mastery on writing descriptive text.

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Based on the table above, it can be concluded that there is improvement in students' mastery in writing descriptive text, besides, students' responses in using English Club Television channel are students' feel satisfied with the application of English Club Television channel and it can help students' to improve students' mastery in writing descriptive text. Also, it can be concluded that Ha is accepted, where English Club Television channel can improve students' mastery in writing descriptive text.

