### **Chapter IV**

#### **Research Findings and discussion**

In this chapter consist of part result of the research finding and discussion. This chapter described the data that was collected during the research. It was from the result of the test. The test is to find the result of the test and the mean of the test was applied. The data was taken from the result pre-test and post-test of experimental and control group.

#### A. Research Finding

## 1. The application of English Club Television channel to improve students' writing descriptive text

This is the result of observation during the application of English Club Television channel in improving students' mastery in writing descriptive text. Here, the researcher provides the information about the process during teaching and learning writing, the problem which is happened in classroom, and the solution of problem. The further information will be explained in discussion.

### a. Preliminary research

## 1. The process of teaching writing descriptive text by using English Club Television channel

This is the result of preliminary research which done by the researcher for the first time. Here, the researcher asked the teacher about the problem in teaching and learning English, the researcher found that many students still confused and did not explore to enrich their skills in English. After found out the students' problems from the teachers' explanation, the researcher determined to chose writing skill as a subject which will be improved by conducting an experiment.

The researcher proposed conducting an experiment to improve students' mastery in writing skill, especially in writing descriptive text by using English Club Television channel. Therefore, in this preliminary study, the researcher tried to apply English Club Television channel to improve students' mastery in writing descriptive text.

Then, the researcher determined class A for experimental group and class F for control group. The researcher chose A class for Experimental group because the researcher found out an advice from students which is the video content used in teaching is not appropriate for teaching English at senior high school level. The researcher then chose F class for control group because the researcher found the equal English ability with A class as Experimental group.

### 2. The problem during teaching writing descriptive text

In this preliminary research, the teachers found the problem when using video to teach English language. The researcher confused to chose the theme of the video which is proper with students' need in learning writing. Moreover, to find the descriptive word in English Club Television channel.

The researcher also found the problem related to teaching English by using video, the teacher only asked the students to see the video without asked them to retell what the video tells about, so that it makes the students still passive in learning English. In addition, the researcher asked the teacher about the problem related to the English teaching is the students still not active in learning English although they get excellent score in English subject.

## 3. The solution of the problem during teaching writing descriptive text

The researcher tries to solve the problem in teaching English. The researcher tried to made students more active in learning English by using English Club Television channel in descriptive writing about things, animal and town based on the video which played by the teacher.

The researcher also used simple descriptive sentence in order to ease students to describe things, animal, human by using simple present tense. So that, the students can improves their ability in writing descriptive text.

### b. The first meeting

1. The process of teaching writing descriptive text by using English Club Television channel

This was the observation session in this research. The researcher became a nonparticipant observer and the teacher became the object who was observed. In this observation, the teacher prepared the material in teaching writing descriptive text. Here, the teacher greeted the students for the first time, then, the teacher asked the student to singing and dancing based on English simple song video. The teacher asked the student to singing and dancing based on the English simple song video as warming up activity in order to refresh students' mind and body before they started the lesson. Then, the teacher played English Club Television channel with "safari" as the theme of the video in the observing activity, 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. 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 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.

# 3. The solution of the problem during teaching writing descriptive text using English Club Television channel

In this first meeting, the teacher has some tricks as way out to give solution in the problem, the teacher only gave one lesson hour for the material and one lesson hour for doing pre-test. This solution was done, because most of the students are fast learner, where they directly understand the explanation of the teacher in once. Besides, the teacher elicited the students to be active in learning through the English Club Television channel, in that video, there is mini quiz in order to energize the students.

Another solution from the teacher is, the teacher played English Club Television channel via offline, the teacher prepared two versions in watching English Club Television channel, the first one is via online, and the second one is via offline, the offline mode is used when the online mode is cannot be played.

This table provides the detail of activity of the first meeting in application of using English Club Television channel in teaching writing descriptive text.

<ul> <li>what does it look like.</li> <li>Exploration <ul> <li>The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text</li> <li>The teacher played English Club television channel with "safari" as the theme</li> <li>The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel</li> </ul> </li> <li>Association <ul> <li>The teacher asked the student to discuss with their friend about their writing.</li> </ul> </li> </ul>		Table 4.1 First Meeting		
<ul> <li>The teacher asked the student to sing and dancing based on the video</li> <li>While</li> <li>Observation         <ul> <li>The teacher played English Club Television channel with "safari" as the theme of the lesson</li> <li>The teacher asked the students to guess the topic of the lesson.</li> </ul> </li> <li>Asking         <ul> <li>The teacher orders the student to ask to their friend about what their favorite animal is and what does it look like.</li> <li>Exploration                 <ul> <li>The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text</li> <li>The teacher played English Club television channel with "safari" as the theme</li> <li>The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel</li></ul></li></ul></li></ul>	Activity			
Teaching- The teacher played English Club Television channel with "safari" as the theme of the lesson- The teacher asked the students to guess the topic of the lesson.Asking - The teacher orders the student to ask to their 	Opening	- The teacher asked the student to sing and		
Teachingchannel with "safari" as the theme of the lesson-The teacher asked the students to guess the topic of the lesson.AskingThe teacher orders the student to ask to their friend about what their favorite animal is and what does it look like.ExplorationThe teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text-The teacher played English Club television channel with "safari" as the theme-The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channelAssociationThe teacher asked the student to discuss with their friend about their writing.CommunicationThe teacher asked the student to present their writing in front of the class.ClosingThe teacher asked the student to pray together The teacher closed the meeting	While	Observation		
topic of the lesson.         Asking         - The teacher orders the student to ask to their friend about what their favorite animal is and what does it look like.         Exploration         - The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text         - The teacher played English Club television channel with "safari" as the theme         - The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel         Association         - The teacher asked the student to discuss with their friend about their writing.         Communication         - The teacher asked the student to present their writing in front of the class.         Closing       - The teacher asked the student to pray together         - The teacher closed the meeting	Teaching	channel with "safari" as the theme of the lesson		
Asking       - The teacher orders the student to ask to their friend about what their favorite animal is and what does it look like.         Exploration       - The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text         - The teacher played English Club television channel with "safari" as the theme         - The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel         Association         - The teacher asked the student to discuss with their friend about their writing.         Communication         - The teacher asked the student to present their writing in front of the class.         Closing       - The teacher asked the student to pray together         - The teacher asked the student to pray				
friend about what their favorite animal is and what does it look like.         Exploration         - The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text         - The teacher played English Club television channel with "safari" as the theme         - The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel         Association         - The teacher asked the student to discuss with their friend about their writing.         Communication         - The teacher asked the student to present their writing in front of the class.         Closing       - The teacher asked the student to pray together         - The teacher closed the meeting		-		
Exploration       -       The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text       -       The teacher played English Club television channel with "safari" as the theme         -       The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel         Association       -       The teacher asked the student to discuss with their friend about their writing.         Communication       -       The teacher asked the student to present their writing in front of the class.         Closing       -       The teacher asked the student to pray together         -       The teacher closed the meeting		friend about what their favorite animal is and		
<ul> <li>The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text</li> <li>The teacher played English Club television channel with "safari" as the theme</li> <li>The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel</li> <li>Association         <ul> <li>The teacher asked the student to discuss with their friend about their writing.</li> <li>Communication                 <ul> <li>The teacher asked the student to present their writing in front of the class.</li> </ul> </li> <li>The teacher asked the student to pray together                     <ul> <li>The teacher asked the student to pray together</li> <li>The teacher closed the meeting</li> <li>The teacher closed the meeting</li></ul></li></ul></li></ul>				
<ul> <li>The teacher played English Club television channel with "safari" as the theme</li> <li>The teacher asked the students to re-write the description of animal based on Safari video in English Club Television channel</li> <li>Association         <ul> <li>The teacher asked the student to discuss with their friend about their writing.</li> <li>Communication                 <ul> <li>The teacher asked the student to present their writing in front of the class.</li> </ul> </li> <li>Closing                     <ul> <li>The teacher asked the student to pray together</li> <li>The teacher closed the meeting</li> </ul> </li> </ul> </li> </ul>		- The teacher Explain the characteristic of Descriptive text, generic structure and what		
description of animal based on Safari video in English Club Television channel         Association         -       The teacher asked the student to discuss with their friend about their writing.         Communication         -       The teacher asked the student to present their writing in front of the class.         Closing       -         -       The teacher asked the student to pray together         -       The teacher closed the meeting		- The teacher played English Club television channel with "safari" as the theme		
Association         -       The teacher asked the student to discuss with their friend about their writing.         Communication         -       The teacher asked the student to present their writing in front of the class.         Closing       -         The teacher asked the student to pray together         -       The teacher closed the meeting		description of animal based on Safari video		
their friend about their writing.         Communication         -       The teacher asked the student to present their writing in front of the class.         Closing       -         The teacher asked the student to pray together         -       The teacher closed the meeting				
-       The teacher asked the student to present their writing in front of the class.         Closing       -         The teacher asked the student to pray together         -       The teacher closed the meeting		- The teacher asked the student to discuss with their friend about their writing.		
writing in front of the class.       Closing     -       The teacher asked the student to pray together       -     The teacher closed the meeting		Communication		
together - The teacher closed the meeting		- The teacher asked the student to present their writing in front of the class.		
e	Closing	together		
		e		
student		student		

This table shows that the first meeting in application of English Club Television channel 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 "safari" 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.

#### c. The second meeting

## 1. The process of teaching writing descriptive text by using English Club Television channel

In this second meeting, the teacher greeted the students for the first time, then, the teacher asked the student about their condition before they start the lesson. The teacher, then ordered the student to singing and dancing in the warming up activity which aimed to energize and engage student to the lesson.

After the teacher did the warming up activity, the teacher asked the student to guess the topic of the lesson of that meeting by using English Club Television channel with transportation as the theme of the lesson. 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, 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 communication, the students asked to present their descriptive writing in front of the class while the teacher evaluated and corrected their grammar, vocabulary, spelling, pronunciation, and descriptive words.

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

In this second meeting, the teacher found the problem related to the lesson explained. One of them is the time allocation, there are long time remained. The students also feel bored with the lesson which given by the teacher. The students also feel sleepy in the classroom and could not see the video clearly because of their distance with the LCD projector.

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.

## 3. The solution of the problem during teaching writing descriptive text using English Club Television channel

In this second meeting, the teacher asked the students to watch short movie in English Club Television channel. Another solution from the teacher is the teacher gave five minutes to have a break in classroom before they start the lesson again.

Another solution from the teacher is, the teacher played English Club Television channel via offline, the teacher prepared two versions in watching English Club Television channel, the first one is via online, and the second one is via offline, the offline mode is used when the online mode is cannot be played.

This Table provides the details of activity of the second meeting in using English Club Television channel in teaching writing descriptive text.

1 abit 4.2		
Second meeting		
Activity	Description	
Opening	<ul> <li>The teacher greeted the student</li> <li>The teacher asked the student to sing and dancing based on the video</li> </ul>	
While Teaching	Observation         -       The teacher played English club         Television channel with "Public         transportation" as the theme of the lesson         -       The teacher asked the students to guess         the topic of the lesson	

Table 4.2

	Asking
	- The teacher asked the students to their
	friend about what kind of transportation
	do they usually use before they go to
	school and what does it look like.
	Exploration
	- The teacher played English Club
	Television channel with "public
	transportation" as the theme
	- The teacher asked the students to write a
	description about transportation based on
	the video tells about.
	Association
	- The teacher asked the students to discuss
	with their friend about their writing
	Communication
	- The teacher asked the students to present
	their writing in front of the class.
	C C
Closing	- The teacher asked the student to pray
	together
	- The teacher closed the meeting
	- The teacher said thank you and greeted
	the student

This table shows that the first meeting in application of English Club Television channel 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 "Public transportation" 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.

## d. The third meeting

## 1. The process of teaching writing descriptive text by using English Club Television channel

In this third meeting, the teacher greeted the student and asking about the students' condition before they start the lesson. The teacher then asked the student to singing and dancing in order to engage them before they started the lesson. The teacher then asked the students to guess the topic of the lesson of that meeting based on English Club Television channel with "Public places in city" as the theme, the teacher played twice because the students still confused with what does the speaker tells about. 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, 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.

The teacher then played English Club Television channel video and asked the students to wrote a description about public places in London based on the video. The teacher played twice because the students feel confused with what does the speaker tells about. The teacher then ordered 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 posttest. 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.

## 3. The solution of the problem during teaching writing descriptive text using English Club Television channel

In this third meeting, the teacher gives solution. The teacher gave extra material in order to improve their writing descriptive text. The teacher gave time 10 minutes to learn and asked the teacher about the descriptive text, its characteristic and generic structure. The teacher gave a present for them after they doing post-test, this solution aimed to the student did not feel anxious during the post-test.

Another solution from the teacher is, the teacher played English Club Television channel via offline, the teacher prepared two versions in watching English Club Television channel, the first one is via online, and the second one is via offline, the offline mode is used when the online mode is cannot be played.

This table provides the details of activity of the third meeting in using English Club Television channel in teaching writing descriptive text.

Third meeting		
Activity	Description	
Opening	<ul> <li>The teacher greeted the student</li> <li>The teacher asked the student to sing and dancing based on the video</li> </ul>	

Table 4.3

While teaching	Observation
white teaching	- The teacher played English Club
	Television channel with
	"London" as the theme of the
	lesson
	- The teacher asked the students to
	guess the topic of the lesson
	based on the video played.
	Asking
	- The teacher ordered the students
	to ask to their friend about some
	public places in a city.
	Exploration
	- The teacher played English Club
	Television channel with
	"London" as the theme of the
	lesson.
	- The teacher asked the students to
	write a descriptive text about
	public places in a town based on
	English Club Television channel Association
	- The teacher Explains the generic
	structure of descriptive text
	- The teacher explains the
	characteristic of descriptive text.
	- The teacher asked the students to
	discuss with their friend about
	their writing
	Communication
	- The teacher asked the students to
	present their writing in front of
	the class.
Closing	- The teacher asked the student to
	pray together
	- The teacher closed the meeting
	- The teacher said thank you and
	greeted the student

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 15<sup>th</sup> 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,

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then, collect the writing paper test of the group. In the end of the pre-test, the researcher said thank you and closed the meeting.

a. Pre-test activity

The researcher takes two classes randomly as the experimental group and control group. The researcher takes 8A as the Experimental group and 8F as control group. Before the researcher use English Club Television channel as media in teaching writing, the researcher conduct pre-test before. Here is the question for pretest activity. For the detail, see (appendix 1)

**Pretest Question** 

1. Describe your home in two paragraphs!

The purpose of this activity is to measure students' skill in writing descriptive text which is given in seventh class before giving treatment in the class. Then, this pre-test activity is used to compare with students' score in post-test, whether students' writing skill can be improved by using English Club Television channel through post-test. Also, the pre-test

is used to comparing before and after giving the treatment, by using English Club Television channel in teaching writing descriptive text.

After the writer conducts the research, the writer tries to score the students achievements in their writing descriptive text by using English Club Television Channel. The result of pre-test and mean of experimental group and control group are as follows:

Group	N	Pre-test score	control group Mean of pre-
	27		test
Experimental	37	3197	86,40
group			
Control group	38	3186	83.84

The table above informs that the pre-test score of experimental group is higher than score of control group. The score of experimental group pre-test is 3197 and the score of control group pre-test is 3186. The mean of experimental group pre-test is 86.40 and the mean of control group pre-test is 83.84

Actually, it could be seen that in pre-test in rating 0-20 and 21-40 there is no student from both classes get it or 0 student. On the other hand, the rating score 41-60, there are one student from experimental class and 0 students from control class. Then, rating score of 61-80, there are 4 students from experimental group and 6 students from control group. Lastly, rating score 81-100, there are 27 students from experimental group and 32 students from control group. To sum up, experimental class gets better result in pre-test than control group.

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

	<b>Experimental</b> gr	oup pre-test scor
No.	Name	Score
1	Student 1	91
2	Student 2	87
3	Student 3	87
4	Student 4	91
5	Student 5	91

T<mark>ab</mark>le 4.5 Experimental group pre-test score

Based on the table above, the maximum score from the experimental group pre-test is 100 while the minimum score from the experimental group is 70. For the details of Experimental group post-test score, see (appendix 2)

Pre-test Result of Experimental group and Control group before Treatment by using English Club Television channel		
Group	Result	
Experimental	Total Score: 3197	
	Average: 86,40	
	Rating score	
	0-20 (Weak) : 0 Student	
	41-60 (enough) : 1 student	
	61-80 (good) : 4 students	
	81-100(excellent): 27 students	

**Total Score: 3186** Average: 83.84 **Rating score** 0-20 (weak)

41-60 (enough)

61-80 (good)

: 0 student

: 0 student

: 6 students

Table 4.0
Pre-test Result of Experimental group and Control group
before Treatment by using English Club Television channel

Table 16

81-100 (Excellent): 32 students Based on the table above, it can be concluded that the minimum pre-test score in Experimental group is 60 and the maximum pre-test score in Experimental group is 100 and mean of pre-test score of Experimental group is 86,40.

## **B.** Treatment report of Experimental group

Control

### a. First treatment

The first treatment of experimental group was held in 15<sup>th</sup> September 2016. First treatment was done in order to apply English club television channel in teaching writing descriptive text. On that meeting, the researcher asked the student to listen to

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 14<sup>th</sup> 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.

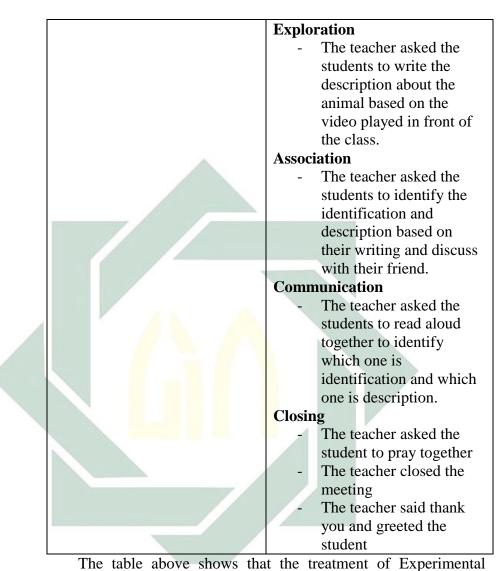
The first treatment starts with greeting. Then, the researcher plays the video and asks the student to guess about the topic of the lesson in this meeting. After that, the researcher ordered students to ask to their friend about their favorite animals and how does it looks like. Then, the researcher 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.

	Group
Group	Activity and Description
Experimental	Opening
	<ul> <li>The teacher greeted the student</li> <li>The teacher asked the student to sing and dancing based on the video</li> </ul>
	While teaching
	Observation
	<ul> <li>The teacher played English Club Television channel with "safari" as the theme of the lesson</li> <li>The teacher asked the students to guess the</li> </ul>
	topic of the lesson.
	Asking
	- The teacher orders the student to ask to their friend about what their favorite animal is and what does it look like.
	Exploration
	<ul> <li>The teacher Explain the characteristic of Descriptive text, generic structure and what is descriptive text</li> <li>The teacher played English Club television channel with "safari" as the theme</li> <li>The teacher asked the students to re-write the description of animal based on Safari video in English Club Television</li> </ul>

 Table 4.7

 First Treatment Report of Experimental Group and Control

<ul> <li>channel</li> <li>Association         <ul> <li>The teacher asked the student to discuss with the student to discuss with the student the writing.</li> </ul> </li> </ul>	
- The teacher asked the student to discuss we their friend about the student t	
student to discuss w their friend about th	
their friend about th	he
	vith
writing.	leir
Communication	
- The teacher asked th	he
student to present th	neir
writing in front of the	
class.	
Closing	
- The teacher asked th	he
student to pray toge	
- The teacher closed	
meeting	liie
- The teacher said tha	ink
you and greeted the	
student	
Control Opening	
- The teacher greeted	the
student	uie
- The teacher asked th	he
student to sing and	
dancing based on th	ie
video	
While teaching	
Observation	
- The teacher played	
random Youtube vie	deo
with "animal" as the	
theme of the video	-
- The teacher asked th	he
students about the te	
of the lesson of that	-
meeting.	
Asking	
- The teacher ordered	l the
students to ask to th	
friend about their	
favorite animal and	what
does it look like.	,, 11ui



group and Control group by using English Club Television 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 "animal" 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.

## **b.** Second treatment

The second meeting was held on 16<sup>th</sup> September 2016. Second treatment was done in order to apply the English club television channel in teaching writing descriptive text. On that meeting, the researcher greet to the student, also, the researcher gives the questionnaire to the student in order to know their responses when learning writing descriptive text by using 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. The researcher gives video of English club television channel then asked the student to guess about the topic.

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.

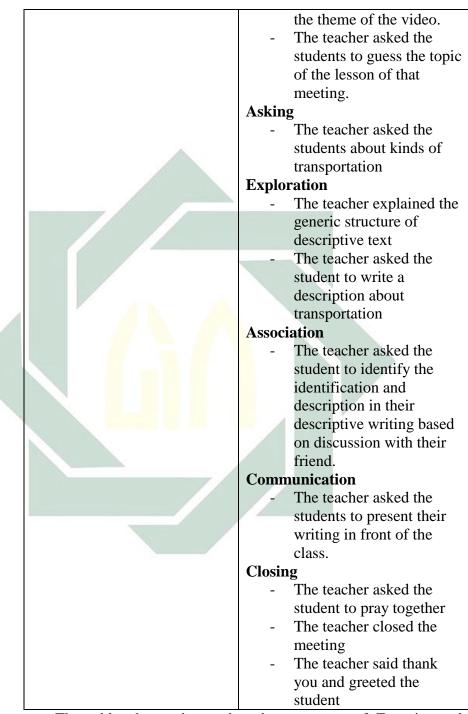
Then, Second treatment of control group was held on 11<sup>th</sup> October 2016. In this time, the students are taught by using random Youtube video. The theme of this meeting is about transportation. On that meeting, the researcher asks the students' to dance together in order to warming up and refresh 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 that, the researcher asks students about kinds of transportation. Then, the researcher explains about generic structure and some elements needed in writing descriptive text. After that, the researcher writes the example of description about transportation, and asks the students to guess which one is identification and which one is description.

Table 4.8           Second treatment report of Experimental group and		
control group		
Group	Activity and Description	
Experimental	<ul> <li>Opening <ul> <li>The teacher greeted the student</li> <li>The teacher asked the student to sing and dancing based on the video</li> </ul> </li> <li>While teaching <ul> <li>Observation</li> <li>The teacher played</li> <li>English club Television channel with "Public transportation" as the theme of the lesson</li> <li>The teacher asked the students to guess the topic of the lesson</li> </ul> </li> <li>Asking <ul> <li>The teacher asked the students to their friend about what kind of transportation do they usually use before they go to school and what does it look like.</li> </ul> </li> </ul>	

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	Employedian
	Exploration The teacher along d
	- The teacher played
	English Club Television
	channel with "public
	transportation" as the
	theme
	- The teacher asked the
	students to write a
	description about
	transportation based on
	the video tells about.
	Association
	- The teacher asked the
	students to discuss with
	their friend about their
	writing
	Communication
	- The teacher asked the
	students to present their
	writing in front of the
	class.
	Closing
	- The teacher asked the
	student to pray together
	- The teacher closed the
	meeting
	- The teacher said thank
	you and greeted the
	student
Control	student
Control	Opening
	- The teacher greeted the
	student
	- The teacher asked the
	student to sing and
	dancing based on the
	video
	While teaching
	Observation The teacher played
	- The teacher played
	random Youtube video
	with "transportation" as



The table above shows that the treatment of Experimental

group and Control group which used English Club Television

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 13<sup>th</sup> 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 12<sup>th</sup> 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. Then, the researcher explains about the example of conclusion word in writing.

Experimental       Opening         -       The teacher greeted the student         -       The teacher asked the student to sing and dancing based on the video         While teaching       Observation         -       The teacher played English Club Television channel with	Experimental       Opening         -       The teacher greeted the student         -       The teacher asked the student to sing and dancing based on the video         While teaching       Observation         -       The teacher played English Club Television channel with "London" as the theme of the lesson         -       The teacher asked the students to guess the topic of the lesson based on the video         -       The teacher asked the students to guess the topic of the lesson based on the video played.	Third Treatment Report of Experimental and control group	
<ul> <li>The teacher greeted the student</li> <li>The teacher asked the student to sing and dancing based on the video</li> <li>While teaching</li> <li>Observation</li> <li>The teacher played English Club Television channel wit "London" as the theme of the lesson</li> </ul>	<ul> <li>The teacher greeted the student</li> <li>The teacher asked the student to sing and dancing based on the video</li> <li>While teaching</li> <li>Observation</li> <li>The teacher played English Club Television channel with "London" as the theme of the lesson</li> <li>The teacher asked the students to guess the topic of the lesson based on the video played.</li> <li>Asking</li> <li>The teacher ordered the students to ask to their friend about some public places in a city.</li> <li>Exploration</li> <li>The teacher played English Club Television channel</li> <li>The teacher played English the students to write a</li> </ul>	Group	Activity and Description
<ul> <li>the lesson based on the vide played.</li> <li>Asking <ul> <li>The teacher ordered the students to ask to their friend about some public places in city.</li> </ul> </li> <li>Exploration <ul> <li>The teacher played English</li> </ul> </li> </ul>	- The teacher asked the students to write a	Group	Activity and Description         Opening         - The teacher greeted the student         - The teacher asked the student to sing and dancing based on the video         While teaching         Observation         - The teacher played English Club Television channel with "London" as the theme of the lesson         - The teacher asked the students to guess the topic of the lesson based on the video played.         Asking         - The teacher ordered the students to ask to their friend about some public places in a city.         Exploration         - The teacher played English

Table 4.9

	- The teacher explains the
	characteristic of descriptive
	text.
	- The teacher asked the
	students to discuss with their
	friend about their writing
	Communication
	- The teacher asked the
	students to present their
	writing in front of the class.
	Closing
	- The teacher asked the student
	to pray together
	- The teacher closed the
	meeting
	- The teacher said thank you
	and greeted the student
Control	Opening
	- The teacher greeted the
	student
	- The teacher asked the student
	to sing and dancing based on
	the video
	While teaching
	Observation
	- The teacher played random
	Youtube video with "public
	places in a town"
	- The teacher asked the
	students to guess the theme
	of the lesson of that meeting.
	Asking
	- The teacher asked the
	students about public places
	in a town
	Exploration
	- The teacher played the video
	- The teacher asked the
	students to write a
	description about the public
	places in a town
	Association

- The teacher explained about
conclusion, generic structure
and characteristic of
descriptive text.
Communication
- The teacher asked the student
to present their writing in
front of the class.
Closing
- The teacher asked the student
to pray together
- The teacher closed the
meeting
- The teacher said thank you
and greeted the student

The table above shows that the treatment of Experimental group and Control group which used English Club Television 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 places in a town" 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. Post-test report of Experimental group

The researcher monitored the experimental group in different day at 13<sup>th</sup> October 2016 after the post-test of control group. The post-test was held in order to know the improvement of students' skill after the

researcher applies English club television channel. The researcher greeted the student, and then the researcher explained what she wanted to do. Then, the researcher instructed the student to write a description about their friend in a worksheet to the students. After the student finish, the researcher to check their answer, then, collect the writing paper test of the group. In the end of the post-test, the researcher said thank you and closed the meeting.

After the researcher conduct the experiment to both of group, Experimental and Control group, the researcher held post-test to measure on how English Club Television channel improving students writing skill in descriptive text. Here is the question of post-test. For the detail, see (appendix 4)

Post-test Question

1. Describe your friend in two paragraphs!

The purpose of this activity is to measure students' skill in writing descriptive text which is given in seventh class after giving treatment in the class. The researcher wants to know whether English Club Television channel can improve students' mastery on writing descriptive text or not.

The writer also collects the result of post-test to both groups; experimental group is given treatment by using English Club Television channel as a media and for control group use random Youtube video. The result of post-test and mean of experimental group and control group as follows:

	1 au	e 4.4	
Post	-test and mear	<mark>1</mark> of Experime	ntal group and
	con	trol group	
Group	Ν	Post-test	Mean of post
	/	score	test
Experimental	37	3301	89,21
group			
Control group	38	3185	83,81

Table 4.4

The table above shows that post-test score of experimental group is higher than control group scores. The score of experimental group post-test is 3301 and the score of control group post-test is 3185, not only post-test score of experimental group, 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:

	Experimental g	group post-test score
No.	Name	Score
1	Student 1	91
2	Student 2	87
3	Student 3	87
4	Student 4	87
5	Student 5	87

Based on the table above, the maximum score from the

Table 4.4

experimental group post-test is 100 while the minimum score from the experimental group is 60. For the details of Experimental

group post-test score, see (appendix 5).

Table 4.10	
Post-Test Report of Experimental gr	roup and control group
after using English Club Telev	vision channel

Group	Post-test Result
Experimental	Total Score: 3301
-	Average: 89,21
	Rating score
	0-20 (weak) : 0 student
	41-60 (enough) : 0 student
	61-80 (Good) : 2 students
	81-100 (Excellent): 35 students
Control	Total Score: 3185
	Average: 83,81
	Rating score
	0-20 (weak) : 0 student
	41-60 (enough) : 0 student
	61-80 (good) : 7 students
	81-100 (excellent): 31 students

Based on the table above, it can be concluded that the minimum post-test score in Experimental group is 78 and the maximum post-test score in Experimental group is 100 and mean of post-test score of Experimental group is 89,21.

### Students' responses of implementation of English club television channel media

To corroborate the post-test result of the students, the researcher used questionnaire. The researcher gave some questionnaire consists of questions and some possible answer (see appendix 7). The teacher asked the students to write the answer based on their self.

The indicators measured in the questionnaire were:

- Students' motivation in learning writing by using English Club Television channel (number 1,2)
- Students' interest in learning writing by using English Club Television Channel (number 3)
- Place where the students' learning writing or English by using English Club Television channel (number 4)
- The use of English Club Television channel in learning writing or English (number 5,6)
- 5. Students' time in learning English (number 7,8)

6. The improvement in their understanding about writing after treatment of English Club Television channel (number 9,10)So, it can be getting result as follows:

From the first question, 62,1% of students answered that English Club Television channel motivating them in writing, because the material in English Club Television channel is interesting, whereas 56,7% students answered that the video content in English Club Television channel is interesting and 2,7% students answered that the animation in English Club Television channel is interesting. So, it can be concluded that students are motivated in learning writing by using English Club Television channel, because the material is interesting and easy to understand. This is why the researcher choose English Club Television channel in her research, because they need some interesting media which can motivate them in learning writing, as we know that writing in English is one of subject which is dislike by some student because it is too difficult and bored.

The second question showed that 45,9% students answered that English Club Television channel motivating them through the material, the language used in English Club Television channel is simple and easy to understand, whereas 40,5% answered that English Club Television channel motivating them through video content, the video content is applicable for learning process in junior high school 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.

No	Question	Α	В	С	D	Ε	F
1	Apa Pengaruh English Club Television channel terhadap motivasi belajar writingmu?	62,1%	56,7%	2,7%			
2	Bagaimanakah English Club Television channel memotivasimu dalam pembelajaran writing?	45,9%	40,5%	24,3%	10,8%		
3	Apakah kamu Tertarik dalam menggunakan English Club Television channel dalam belajar writing?	43,2%	62,1%	2,7%	2,7%	2,7%	
4	Pernahkah kamu belajar writing/bahasa inggris dengan menggunakan media English Club Television channel sebelumnya? Dimanakah itu?	29,7%	62,1%	21,6%	2,7%	13,5%	
5	Bagaimanakah pendapatmu mengenai materi audiovisual yang terdapat pada English Club Television channel?	64,8%	62,1%	2,7%			
6	Menurutmu, apakah penting menggunakan English Club Television channel dalam belajar writing/bahasa inggris?	70,2%	51,3%	2,7%	2,7%		
7	Pernahkah kamu mengulang materi bahasa inggris tentang writing yang pernah diajarkan oleh gurumu? Kapankah itu?	56,7%	21,6%	3,24%	5,4%	2,7%	2,7%
8	Pernahkah kamu belajar writing/bahasa inggris menggunakan English	40,5%	29,7%	35,1%	13,5%	2,7%	

Students' Response of Implementation of English Club Television channel

	Club television channel sebelumnya? Kapankah itu?					
9	Apakah setelah belajar writing/bahasa inggris dengan menggunakan media English Club Television channel lebih mempermudah kamu dalam belajar bahasa inggris/writing? Mengapa demikian?	72,9%	56,7%	2,7%		
10	Apakah setelah digunakannya English Club Television channel dalam belajar writing, pelajaran writing/bahasa inggris menjadi pelajaran yang menyenangkan? Mengapa demikian?	70,2%	59,4%	2,7%		

This table informs about the students' responses of the implementation of using English Club Television channel to improve students' mastery on writing descriptive text. To conclude, most of the students satisfied with the implementation of English Club Television channel in learning English, especially in writing descriptive text.

### **Research discussion**

- 1. The application of English Club Television channel to improve students' mastery on writing descriptive text.
  - a. The process of the application of English Club Television channel

Generally, the process of the application of English Club Television channel is divided into five stages, they are observing, asking, exploring, associating, and communicating. The application of English Club television channel is using computer as a media. It was explained in the previous chapter, Thoman cited that, the television program can be used as a media in developing teaching and learning language. Harmer urges that one of the viewing technique of the video which used to teach is subtitled films<sup>1</sup>

The researcher operates English Club Television channel by using laptop, speaker, and LCD projector. The researcher applies English Club Television channel in teaching writing descriptive text by using open resources net-book, This media gives benefits in teaching and learning writing, initial test score analysis suggest that substantial benefits in writing outcomes, including for English language learner.<sup>2</sup> According to Anzaku cited by Doosur Ashever and Sandra Mwuese Igyuve, Audio visual material is an instructional material which is generally used to tell the interpretation without using language verbal symbols. Audio visual material is very important to be used in teaching and learning, because, it can make them focuses by using functions of preceptor, get comprehension by combining the sense of sight,

<sup>&</sup>lt;sup>1</sup> Shahla Yassaei. "Using Original video and sound effects to teach English" English Teaching forum. No. 1,

<sup>2012, 12-13</sup> 

<sup>&</sup>lt;sup>2</sup> Mark Warschauer. "Invited Commentary: New Tools For Teaching Writing" Language learning and technology. University of California Volume 14 No. 1 2010, 3-8

hear and touch. English Club Television channel is an educational program created for those who learn English.<sup>3</sup>

#### b. The problem in the application of English Club Television channel

Generally, some problems related in the application of English Club television channel are the time allocation and students feel sleepy. The time allocation which is given by the teacher is limited because the school has some activities, so that the research activity should not bother the schools activity.

Then, students feel sleepy during the lesson delivered, because, some of the lesson started at daylight. Besides, the students feel sleepy because the students little bit bored with the material which is delivered.

Another problem in the application of English Club Television channel is the internet signal which used by the teacher to play English Club Television channel via online takes a long time to be loaded.

# c. The solution for the problem in the application of English club television channel

Generally, some solutions for the problem in the application of English Club Television channel are the teacher asked the students to

<sup>&</sup>lt;sup>3</sup> Doosur Ashaver - Sandra Mwuese Igyuve. "The use of audio-visual materials in the teaching and learning process in colleges of education in Benue state- Nigeria" volume I, Issue 6, 2013, 44-45

watch short film in English club television channel. English Club Television channel is an educational television channel which used to teaching and learning English.<sup>4</sup>

The teacher gave extra material in order to gave solution for time allocation problem, then the teacher gave extra material in order to prepare the students before they take the test. Besides, the teacher gave five minutes to take a break before they started the lesson.

Another solution from the teacher in application of English Club Television channel is the teacher played English Club Television channel via offline to save the lesson time.

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

### a. Before treatment

The students' mastery on writing descriptive text before the treatment is measured by using pre-test. The pre-test score result of experimental group is higher than score of control group. The score of experimental group pre-test is 3197 and the score of control group pre-test is 3186. The mean of experimental group pre-test is 86.40 and the mean of control group pre-test is 83.84.

<sup>&</sup>lt;sup>4</sup> Doosur Ashaver - Sandra Mwuese Igyuve. "The use of audio-visual materials in the teaching and learning process in colleges of education in Benue state- Nigeria" volume I, Issue 6, 2013, 44-45

A test is a tool or method used in measuring person's knowledge, performance, or someone's ability in specific domain.<sup>5</sup>

### **b.** After treatment

The students' mastery on writing descriptive text after the treatment is measured by using post-test. Post-test score of experimental group is higher than control group scores. The score of experimental group post-test is 3301 and the score of control group post-test is 3185, the mean of post-test score also higher that control group. Experimental group get mean 89.21 whereas control group get mean 83.81. a test is a tool or method used in measuring person's knowledge, performance, or someone's ability in specific domain.<sup>6</sup>

To corroborate the post-test result of the students, the researcher used questionnaire. The researcher gave some questionnaire consists of questions and some possible answer. The result of the questionnaire showing the student's response towards the implementation of English club television channel media is positive. The implementation of English club television channel media help the students improve their writing ability in English language lesson and motivated them to learning English

<sup>&</sup>lt;sup>5</sup> H. Douglas Brown. "Language assessment: principles and classroom practices" (San Francisco, California: September , 2003), 3

<sup>&</sup>lt;sup>6</sup> H. Douglas Brown. "*Language assessment: principles and classroom practices*" (San Francisco, California: September, 2003), 3

language. Questionnaire is a tool to collect the data in manageable and structured form from a variety of respondents.<sup>7</sup>

The improvement of students' mastery in writing descriptive text before and after using English Club Television channel will be elaborated in this table as follows:

Before treatment	After treatment
Students' score in pre-test	Students' score in post-test
Experimental group total score: 3197	Experimental group total score: 3301
Experimental group mean score:86,40	Experimental group mean score: 89,21
Experimental group mean score.00,+0	Experimental group mean score. 09,21
Control group total score: 3186	Control group total score: 3185
Control group total scole. 5180	Control group total score. 5185
Control concerns 82.84	Control company 92.91
Control group mean score: 83,84	Control group mean score: 83,81
	Students' responses after the application
	of English Club Television channel in
	teaching writing descriptive text. Most of
	the students said that English Club
	Television channel can improve their
	referrision chamer can improve then
	writing skill and they are satisfied with
	whung skin and mey are saushed whun
	the use of English Club Television
	channel in teaching writing descriptive

<sup>&</sup>lt;sup>7</sup> David Wilkinson - Peter Brimingham. "Using Research Instrument: a Guide for Researcher". (London: RoutledgeFalmer, 2003),8

text.

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.