

## THE USE OF SONG AS A MEDIA TO ENHANCE STUDENT'S WRITING OF DESCRIPTIVE ESSAY

(A Case Study of of 9 th-Grade Students at MTs Ma'had Al-Zaytun)

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### ABSTRACT

*This study aims to investigate the use of songs as a learning media to enhance students' ability to write descriptive texts. The research employed qualitative methods with a descriptive design. The participants were 9th-grade students at Madrasah Tsanawiyah Ma'had Al-Zaytun Indramayu. Data were collected through diagnostic tests, final tests, observations, and interviews. The results showed that the use of songs as a learning media positively impacted students' ability to write descriptive texts. The students' average scores significantly improved after incorporating songs into the learning process. Songs not only helped enhance text structure and vocabulary but also made the learning process more enjoyable and motivated students to engage more actively in their learning.*

*Keywords: Songs, Learning Media, Enhance, Descriptive Text Writing, English Learning.*

### A. Pendahuluan

Many students encounter difficulties when faced with a real idea in writing of descriptive text, they are less able to express ideas in real form of writing. These difficulties make students less interested in writing descriptive text because it requires them to think real. It has been proven in Suhadi (2018) shows that students' writing of descriptive text is low, 75% of students being passive. The song becomes a media that considered

easy to be heard, so as a media, song can help the learning process to become more interesting and easily accepted by students. Song media is very effective and fun to use as a learning media, because it can help students understand the lesson. It has been proven by Kirana (2014) in the learning of German speaking skills and Putri (2015) in listening learning. This study is intended to investigate how the use of song as a media can help to enhance students' ability to

write a descriptive text. Then, this study also aims to reveal what abilities are enhanced in the students' descriptive text with a song as a media of teaching.

A study in implementing audio visual media in enhancing the ability to write descriptive essay was conducted by Goma in 2013. Her study was aimed to know the effect of audio-visual media on the ability to write descriptive essays on Indonesian subjects. The research finds that the test results of the ability to write descriptive essays without using audio-visual media showed less than optimal results, while the test results using audio-visual media showed very good results. It showed that the audio visual media has a significant influence on student learning outcomes in learning to write descriptive essays in 10th grade students of Bolangitang 1 High School.

A study in implementing visual media in enhancing the ability to write descriptive essay was conducted by Sakinah in 2014. Her study was aimed to know the skills improvement of 8th grade students of MTs Nur Asy-Syafi'iyah Ciputat in writing description essays using picture media. This research was conducted in two cycles.

Every cycle consists of four stages: planning, acting, observing, and reflecting. The results showed an increase in the average score of students' understanding of writing descriptions through picture media. The improvement also occurs to the enthusiasm and motivation of students in learning participation, responsibility, and also in completing assignments given by the teacher.

A study in implementing song media in its effect on the ability to write descriptive text was conducted by Sigalingging in 2018. His study was aimed to know the effect of song media on the ability to write description text of 10th grade students of Siantar Narumonda I Public High School. This study uses an experimental method with one group pre-test and post-test research designs. The tests were carried out twice, before and after treatment. The results proved that there is an influence of song media on the ability to write text descriptions for 10th grade students.

A study in implementing song media for increasing the competence to write descriptive paragraph was conducted by Suhadi in 2018. His study was aimed to find out how much improvement in learning to write

description paragraphs through the implementation of the Bait-imagination (Umjin) method by using the 10th grade student song at Kerjo Public High School, Karanganyar. This research is a classroom action research study consisting of two cycles. It showed that learning to write descriptions through this method can increase the score of learning test acquisition and can change student learning behavior in learning to write description paragraphs to be more positive.

A song is a media of communication containing symbols, messages, emotions, and meanings expressed through lyrics and music (Nurfan, 2023). From a legal perspective, a song can also be defined as Intellectual Property Rights. Songs are intellectual creations protected by law, granting creators exclusive rights to economic benefits and usage control (Panjaitan, 2022). In cultural representation, songs reflect societal values, changes, and identity, serving as cultural archives that narrate history (Sulistyo, 2020). Then, song also can be defined as a Creative Process. Songwriting involves selecting notes, arranging lyrics, and composing

melodies, showcasing the uniqueness of each songwriter (Sinaga, 2021).

Songs play a significant role as a learning media, especially at the elementary school level. Songs create a fun and meaningful learning experience, blending learning with play that can make students fill engagement and enjoyment (Sari & Ayu, 2021). Song also can be used to enhance language skills. Translating song lyrics enhances vocabulary and understanding of English expressions (Harsono, 2020). In phonological learning, songs also help students intuitively grasp sound structures through rhythm and melody (Azizah & Nugraheni, 2020). Learning with songs involves listening, imitating, and experiencing, activating cognitive, motor, and sensory skills (Uzer, 2019). Songs boost enthusiasm, creating lively classrooms and promoting active engagement. So songs also have positive effect in enhancing students' motivation and participation (Melalolin et al., 2020).

Writing skills for students are essential as they reflect the ability to convey ideas and communicate effectively (Henny & Tri, 2020). Despite being challenging, writing is a crucial language skill that transcends time and place, necessitating focus in

education (Azizah, 2022). Scientific writing, in particular, involves developing professional competence through structured writing and publishing in reputable journals (Nahriah, 2020; Budiwan & Suswandari, 2021). Various learning models can enhance writing skills, such as Discovery Learning, which improves understanding of literary works and writing outcomes (Purba, 2020), and the Think-Talk-Write (TTW) model, which enhances descriptive writing skills and boosts motivation (Hastutik, 2022).

Destria (2009) concluded that writing is one of the language skills used to express thoughts or ideas and to convey messages (communication) through written language as a tool or media, making it easy for the reader to understand. Mukminatien (2016: 3.8) explains that the writing process consists of three stages: pre-writing, drafting (writing), and post-writing. Destria (2009) defined a descriptive text as writing that describes or illustrates something. According to Langan (1992: 113), a description is "a verbal picture of a person, place, or thing." A descriptive text, according to Mahsun (2014: 45), cited by Rahayu (2016: 3-4), is a kind of writing that

reflects objects, identities, and images.

According to Nurgiyantoro (2016), the writing ability test is a pragmatic and/or authentic test, where the task of writing should not only produce language but also express ideas and use written language appropriately, involving both linguistic and extralinguistic elements.

Nurgiyantoro explained that there are two forms of writing assignments: the task of writing by choosing an answer, better known as multiple choice designation, and the task of writing by making a paper. The latter consists of various approaches such as writing based on image stimuli, sound stimuli, a combination of image and sound stimuli, book stimuli, writing a report, writing a letter, and writing based on certain themes. This comprehensive approach ensures that writing tasks are varied and cover different stimuli and formats, thereby assessing a wide range of writing skills and abilities.

The research questions aim to explore how the use of song can enhance students' ability to write descriptive text and identify the specific abilities that are enhanced in their descriptive writing. This study seeks to understand the practical

application of songs as a teaching tool in improving writing skills, focusing on how songs can stimulate creativity and help students convey their thoughts more effectively in written form.

The purpose of the study is to determine the effectiveness of using songs in enhancing students' writing abilities and to identify the specific skills that are improved in their descriptive text. The significance of the study lies in its theoretical and practical benefits. Theoretically, the research hopes to demonstrate that songs can be an effective learning media to enhance students' writing skills. Practically, it aims to encourage students' abilities, creativity, depth, and adherence to theoretical principles in writing descriptive texts using song media. By integrating songs into the teaching process, educators can create a more engaging and effective learning environment.

## **B. Metode Penelitian**

The researcher chose a qualitative approach because it was considered to be in accordance with the research to be carried out. It should investigate how the use of songs as a media can help to enhance students' ability to write a descriptive texts and also to reveal what abilities

are enhanced in the students' descriptive texts with a song as a media of teaching. The participants of this study will be 9th grade of Junior High School in MTs. Ma'had Al-Zaytun. The school is located in Gantar District, Haurgeulis, Indramayu. The number of the participants are 27 students and the study conducted in term of the first semester 2019/2020 school year.

Data collection in this research involves three main methods: students' written test, observation, and interview. Students' written test is used to measure an individual's achievement after studying something. The instrument used was a written essay test, consisting of a diagnostic writing test and a post-test. The diagnostics writing test is held at the beginning to find out students' writing skills before being introduced to learning that uses songs as media. The post-test is held after the learning writing of descriptive text was introduced. The score of the diagnostics writing test and post-test will be compared to see whether there are differences in scores and also the students' ability to write can be seen.

Observations are carried out by means of researchers observing how students react in learning that uses

songs as media. The results of the observation will help the researcher in answering the research questions, which is to find out how the use of songs as a media can enhance students' writing of descriptive text and what abilities are revealed from the writing of descriptive text.

Interviews are conducted after the post-test, with three students selected as representatives of the 27 participants. The interviews used in this study are structured interviews, ensuring consistency and allowing for detailed comparison of responses. The researcher will ask some questions that related to the research questions. For the first research question, the researcher will ask about the students' perspective about song as a media in learning English: Difficulties in learning English, Fun methods in learning English, Song as media in learning English. And also about the students' problems in writing descriptive texts: their understanding about definition, structure, and linguistic element of descriptive texts. For the second research question, the researcher will ask about the enhanced abilities in the students' descriptive texts: Song media in enhancing students' ability, and Students' expectation for the future

regarding the learning process at MTs. Ma'had Al-Zaytun in general.

To systematically analyze the data collected in this study, a multi-step approach will be employed, encompassing diagnostic writing test, post-test, observation, and interview. First, the data will be taken from diagnostics writing test and post-test, observation, and interview will be analyzed eclectically. Second, the observation data will be analyzed from the rubric which being used during the learning process. Third, the interview will be used to gather the information about the respond of the students after the lesson. According to Miles and Huberman (1984) in Sugiyono (2016, p. 246), there are three steps in this data analysis: data reduction, data display, and verification or conclusion. The data will be reduced to focus on answering the research questions. The data will be displayed in the form of a table, graphic. Through this display, the data will be organized, arranged in a relationship pattern so that it will be more easily understood. The next step is drawing conclusions and verification. The conclusions expressed at the initial stage must be supported by valid and consistent evidence. Conclusions in qualitative

research are new findings that have never before existed.

### **C.Hasil Penelitian dan Pembahasan**

The research findings on the use of songs to enhance students' ability to write descriptive texts were derived from a series of research methods, including students' written tests (comprising a diagnostic test and a post-test), observations, and interviews. Initially, the diagnostic test revealed that students showed limited understanding of descriptive texts. However, the post-test indicated a significant improvement in both understanding and writing descriptive texts after the use of songs. Observations during the lessons showed that students became more active and engaged when songs were used as a learning media. Additionally, interviews with the students revealed that they expressed enjoyment in learning descriptive texts through songs.

In terms of answering the first research question, to find out what students' abilities were enhanced after writing descriptive texts using song media, the researcher used observation and interview methods. Furthermore, the researcher conducted observations using the

following five items both during the diagnostic test and the post-test:

No.	Things Observed	Activities	Coding
1.	Students' Enthusiasm in learning activity.	The students display enthusiasm in learning to write descriptive texts.	SE
2.	Students' Attention to learning materials.	The students show attentiveness to the material on writing descriptive texts.	SAt.
3.	Students' Focus in writing descriptive texts.	The students exhibit focus when writing descriptive texts.	SF
4.	Students' Precision in determining the structure.	The students can accurately determine the structure in descriptive texts.	SP
5.	Students' Activeness.	The students display an active attitude in writing descriptive texts.	SAc.

The researcher conducted diagnostic test and post-test to carry out this observation. The observation results reveal significant improvements in various aspects of students' learning after incorporating songs as a learning media. Regarding students' enthusiasm (SE), only 12 out of 27 students were enthusiastic during the diagnostic test, while the post-test showed that all 27 students became highly enthusiastic, indicating a substantial boost in their motivation. Similarly, students' attention (SA<sub>t</sub>) improved notably; while 22 students were attentive during the diagnostic test, all 27 were fully attentive in the post-test, demonstrating that songs effectively captured and maintained their focus on the material.

In terms of focus (SF) in writing, only 10 students were able to concentrate during the diagnostic test, but this number surged to 26 in the post-test, reflecting a major enhancement in students' ability to stay focused on their writing tasks. The accuracy in structuring descriptive texts (SP) also saw remarkable progress, with only 3 students accurately structuring their texts in the diagnostic test compared to 26 in the post-test, highlighting a drastic improvement in this skill. Furthermore,

students' activeness (SA<sub>c</sub>) during lessons increased significantly, as 17 students were active in the diagnostic test, whereas all 27 participated actively in the post-test, showcasing the effectiveness of songs in promoting engagement.

In conclusion, the use of songs as a learning media led to significant improvements in all observed aspects, making the lessons more engaging and effective for teaching descriptive text writing skills.

The interview results highlight the positive impact of using songs on learning descriptive texts. In terms of learning methods, respondents shared varied preferences. The researcher conducted interviews with three students as samples, namely Nugroho Illahi Robbi as respondent 1, Mumtaz Ali as respondent 2, and Ahmad Zaki Radityo as respondent 3. Respondent 1 prefers games involving English, while Respondent 2 finds multimedia, such as songs, engaging and modern. Respondent 3 suggested incorporating authentic English sources with teacher guidance to enhance learning effectiveness. Regarding the use of songs in English learning, Respondent 1 mentioned a preference for Indonesian songs, emphasizing that personal



preferences can affect engagement. Meanwhile, Respondents 2 and 3 noted that songs significantly aid in learning tenses, expanding vocabulary, and providing daily exposure to English.

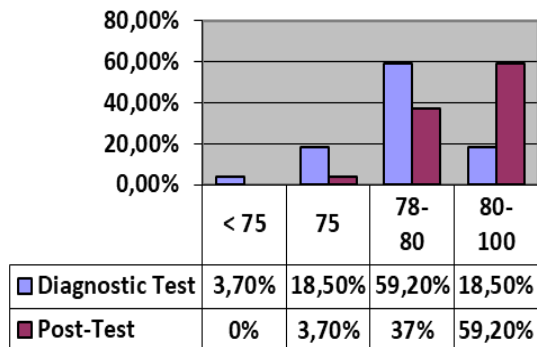
When it comes to learning descriptive texts, Respondent 1 observed that songs make lessons more structured and easier to understand. Respondent 2 highlighted that songs improve object identification and enhance learning enjoyment, while Respondent 3 found that songs ease comprehension and reduce mental fatigue. In identifying elements of descriptive texts, Respondent 1 reported better differentiation between general and detailed descriptions, Respondent 2 gained a better understanding of object identification, and Respondent 3 experienced faster comprehension and improved writing processes.

For writing descriptive texts, Respondent 1 mentioned that songs simplify the writing process by reducing overthinking. Respondent 2 noted an expanded vocabulary for crafting detailed descriptions, and Respondent 3 appreciated how songs provide helpful hints, making writing challenges easier to overcome. In understanding tenses, Respondent 1

acknowledged ongoing struggles despite using songs, but Respondents 2 and 3 observed significant improvements in grasping key tenses such as the Simple Present, Simple Past, Past Continuous and Present Perfect. In conclusion, songs as a learning media enhance the overall structure, vocabulary, tense usage, and engagement in learning descriptive texts, making the process more enjoyable and effective for students.

The effectiveness of using songs in enhancing students' descriptive text writing skills is evident from the improvement in test results and key writing aspects. In the diagnostic test conducted before incorporating songs, only 3.7% of students scored below the passing grade (KKM), 18.5% met the KKM, 59.3% achieved good scores (76-80), and 18.5% reached very good scores (81-100). After using songs in the learning process, the post-test results showed no students scoring below the passing grade, 3.7% meeting the KKM, 37% achieving good scores, and 59.3% obtaining very good scores. Additionally, the average score improved significantly from 79.8 to 84.8, indicating a five-point increase. The comparison of Descriptive Text

writing before and after using songs as a media is presented in the form of percentage data as follows:



This improvement reflects several key advancements in students' writing skills. In terms of content and structure, the use of songs enhanced students' ability to organize their ideas logically, resulting in more coherent and structured descriptive texts. Vocabulary usage also improved, with students gaining a broader range of words, idiomatic expressions, and better contextual understanding. Furthermore, their language use became more polished, as grammar, tenses, and sentence structures were used more accurately. In conclusion, incorporating songs as a teaching media significantly enhanced students' descriptive text writing skills by fostering creativity, enriching vocabulary, and improving both structural and grammatical accuracy.

This study examines the impact of using songs as a learning media on

students' ability to write descriptive texts. The findings reveal several significant improvements. First, student enthusiasm increased remarkably; before using songs, only 12 out of 27 students were enthusiastic, while after incorporating songs, all students showed high levels of engagement. Second, focus and attention improved notably, with the number of students paying attention rising from 22 to 27, and 26 students maintaining focus during writing tasks in the post-test. Third, there was a significant improvement in text structure, as 26 students successfully structured their texts correctly in the post-test, compared to only 3 in the diagnostic test. Additionally, student participation increased, with all students actively participating after songs were integrated into the learning process.

From the interviews, it is revealed that using songs as a learning media significantly enhances students' ability to write descriptive texts by simplifying the writing process, enriching vocabulary, and providing structured guidance for describing objects. Songs create a relaxed and enjoyable learning atmosphere, helping students better understand and identify elements of

descriptive texts, such as general and detailed descriptions, with improved clarity and speed. While most respondents reported improvements in grammar, particularly in using tenses like the Simple Present, Present Perfect, and Past Continuous, some faced challenges due to the lack of explicit grammatical cues in the songs. Overall, songs make the learning experience more engaging, dynamic, and effective, though additional support may be required to strengthen grammatical understanding for certain students.

This study is also show that using songs as a teaching media significantly improved students' descriptive text writing abilities. This is evident from the increase in the average score from 79.8 to 84.8, with all students meeting or exceeding the Minimum Passing Grade (KKM) in the post-test. Students demonstrated better organization in their writing, with clearer introductions, detailed bodies, and coherent conclusions. Songs enriched their vocabulary, enabling them to use diverse and contextually appropriate words while fostering creativity.

Furthermore, songs enhanced grammatical accuracy, particularly in the use of tenses and sentence

construction. The engaging nature of lyrics helped students internalize correct grammatical patterns and expand their language proficiency. Overall, songs made learning more enjoyable and effectively strengthened students' skills in writing descriptive texts, resulting in notable academic progress.

These findings align with and build upon previous research by Goma (2013), Sakinah (2014), Sigalingging (2018), Suhadi (2018), and Nurhidayah (2015). However, this study offers new insights by specifically focusing on how songs enhance various aspects of writing, including content, structure, vocabulary, and grammar. The mixed-methods approach, combining diagnostic and post-tests, observations, and interviews, provides a comprehensive perspective on students' learning progress.

In conclusion, the use of songs as a teaching media proves to be highly effective in improving students' writing skills. It also fosters greater enthusiasm and engagement, making the learning process more enjoyable and productive

## **E. Kesimpulan**

This study investigates the use of songs as a learning media to enhance students' ability to write descriptive texts. Utilizing diagnostic tests, post-tests, observations, and interviews, the findings reveal a significant positive impact on students' writing skills, as demonstrated by improved scores between diagnostic and post-tests. Additionally, students exhibited greater enthusiasm, attention, focus, and active participation during lessons involving songs. Interviews further indicated that students found learning with songs to be more enjoyable and effective, as the songs not only enriched their vocabulary but also facilitated a better understanding of the structure and tenses required in descriptive texts. Overall, the use of songs creates a more engaging and effective learning environment, leading to substantial improvements in students' writing skills and enhancing their overall learning experience.

Based on these findings, several recommendations are proposed. First, educators are encouraged to incorporate songs as a supplementary teaching method to enhance the learning process and improve students' language skills. Second, active student engagement should be promoted by integrating multimedia

tools, such as songs, to make learning more enjoyable and effective. Third, teachers should receive adequate training to effectively utilize songs and other multimedia resources in their classrooms. Fourth, further research should be conducted to.

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