

# Using Music for Teaching Indonesian Students Writing in the EFL Context

Syafrizal Syafrizal<sup>a</sup>, Nurhaedah Gailea<sup>b</sup>, <sup>a,b</sup>Associate Professor at Universitas Sultan Ageng Tirtayasa, Email: [asyafrizal@untirta.ac.id](mailto:asyafrizal@untirta.ac.id), [nurhaeda@untirta.ac.id](mailto:nurhaeda@untirta.ac.id)

This investigation was planned to study the Impact of Music on Cognitive and Psychomotor Functioning on the Students' Writing Ability at the Indonesian Junior High School in Banten. The study was conducted in two classes; one class included 26 understudies. The method used in this investigation was the quantitative strategy with treatment by a level 2x2 plan. The scientist gathered the data via tests and polls. The discoveries of this investigation were: (1) It can be seen that  $\text{sig } 0.000 < 0.05$  and  $F \text{ observed } (10,017) > T \text{ table } (1,51)$ . (2) There were not interactional effects of showing media (music and non-music) and intellectual and psychomotor working toward understudies' composition capacity. It tends to be seen that  $\text{sig } 0.707 > 0.05$  and  $F \text{ observed } (0.143) < F \text{ table } (1,51)$ . (3) The effect on the understudies' composition capacity of those who were instructed by Music showed subjective and psychomotor skills working higher than the individuals who were instructed by Non-Music. It tends to be seen that  $p\text{-esteem } 0.079 < 0.05$ . (4) There was a clear distinction between the understudies' composition capacity who were instructed by Music and the understudies who were instructed by Non-Music as these individuals were displaying lower reading and writing abilities. It very well may be seen that  $p\text{-esteem} = 0.689 > 0.05$ .

**Key words:** *Music, Classical Music, Benefits on Music, Impact Music on Cognitive and Psychomotor Functioning, Writing through Music, Writing, Writing Ability and Criteria of Writing.*

## Introduction

Music is commonly seen as a pleasurable and stylised experience. Music is regularly utilised deliberately or unknowingly as a vehicle to influence a specific inclination or alter the state of mind of the audience. Enjoyment of life would be lacking without music, as music has a great impact on individuals' musings and sentiments, and brings people together. The school study hall is a popular site for such melodic get-togethers. Maybe this is especially so in connection

to pupils' "own" music as opposed to what they regularly allude to as "old people's music". Music has such significance that individuals comprehend it to be music in any case: else we would not have the option to recognise music from some other gathering of sound and quiet. It is useful to consider melodic significance as including two viewpoints, which exist in a harmonious relationship (Green, 2005).

From the above, it can be acknowledged that listening to music to study or instruct English could be of some benefit. Since there are numerous issues in developing great intellectual and psychomotor skills, music can be utilised as a directive to promote improvements. For this means, the scientist discovers her understudies have an issue with learning. The KKM (Minimum Criteria of Mastery Learning) in this school is 75. In view of a pre-investigate, the teacher expressed that there are a few understudies who received a low score. The scientist needs to focus particularly on composing capacity and discovers that there is an effect that music can have, particularly working on young children's psychological and psychomotor skills. To address this issue, the scientist proposes to examine the technique "The Impact of Music on Cognitive and Psychomotor Functioning toward Students' Writing Ability", by utilising traditional music for working on the psychological and psychomotor skills necessary for composing aptitude of expressive content. This study was conducted in Indonesian Junior High School at Banten.

### **Objective of the Study**

This study is an attempt to know the influence of music for teaching students writing in EFL context in Banten. More specifically stated, the study aims at providing answers to the following questions:

1. Is there any difference of in the teaching media in students' writing ability on cognitive and psychomotor functioning between those who were taught by music and those who were taught by non- music?
2. Is there any interactional impact of the teaching media using music and cognitive and psychomotor toward students' writing ability?
3. Is there any differences of students' impact on their writing ability between those having high cognitive and psychomotor functioning which were taught by music and those who were taught by non-music?
4. Is there any differences of students' impact on writing ability between those had low cognitive and psychomotor functioning which were taught by music and those who were taught by non-music?

### **Significance of Study**

The examination music assumes a focal job in all parts of all-consuming purpose and simplicity, self-diversion and gathering ventures, casual occasions and organised custom and at all social levels private and open, individual, family, town and state (Davies, 2012). Music is a characteristic source to mankind and in this way, it was astonishing to perceive how little it was utilised in language exercises. At the point when young children begin picking up unknown dialect, utilising music ought to be a general action since it has such a large number of characteristics that will draw in understudies and make them increasingly positive towards learning dialects. The strategies that most instructors, as often as possible, state as getting "close to nothing" or "no" accentuation in their education classes are the utilisation of tunes, games, pretend, topic work, and PC or potentially Internet use (Sigurðardóttir, 2011). Introduction to music on psychological execution has been investigated for a considerable length of time. Most of the concentrates have utilised music in a way that does not seek consideration assets have exhibited either no disability or a facilitator impact of music on execution. Facilitator impacts have been accounted for a scope of intellectual assignments, including general knowledge tests, assessment execution math execution and perusing perception. (Richard, Toukhsati, and Field, 2013).

### **Review of the Related Literature**

Music guidance or music training is a useful asset for accomplishing youngsters' full learned, social, and imaginative potential. It has numerous advantages, for example, improved language capacities, expanded passionate versatility, expanded sympathy, expanded the ability to focus and centre, and expanded fearlessness (Dr. Moreno, 2014).

Music treatment is the endorsed utilisation of music by a board-affirmed individual to impact positive changes in the mental, psychological, or social working of people with the wellbeing or instructive issues (Barksdale, 2003). These outcomes bolster the possibility that music can fill in as an unwinding apparatus in word related settings. In addition to the fact that participants had sentiments of diminished strain a feeling of enjoyableness. The outcomes bolster the possibility that music can enable laborers to lessen nervousness that is typically connected with work environment situations. The quieting impact of music positively affects an individual's state of mind and nature of work, just as an expansion in saw level of unwinding that may enable the individual to concentrate on execution (Labbe, Schmidt, Babin, & Pharr, 2007; Lesiuk, 2005).

Through music, kids create social, enthusiastic, and intellectual abilities; kids convey what needs be physical, speak to emotions, and obtain basic ideas and aptitudes. Music is frequently utilised as a huge engine action. All concentrated the impact of music on understudies and



found that with music: states of mind and execution improved, on undertaking execution expanded, tension levels were brought down and social episodes diminished (Jones J., 2010).

At the point when listening to the music likewise stretch out past proportions of spatial worldly capacity, that reason changes in excitement levels or states of mind and, therefore, changes in an assortment of subjective capacities (Thompson, 2001). Musical practices that are commonly examined incorporate tuning in, recollecting, performing, getting the hang of, creating, and, to a lesser degree, development and moving. In psychological neuroscientific investigations of language, scientific capacity, or visual discernment, one once in a while experiences a definition of the limit being contemplated, yet the topic of exactly what is music (and by suggestion, what it isn't) is one that rises more frequently in this field of request than in the others. Music can be viewed as a type of creative articulation, correspondence, self-articulation, and self-revelation, or as a sound-related fine art (Levitin and Tirovolas, 2009).

Music can fill in as a basic device, actuating and building up different layers of mindfulness. This implies examining components regularly thought to be fringe to the sound of work in as much profundity and detail as researchers typically commit to the fine art itself. Recognising the significance of these components enables me to look at how individuals arrange associations with music, and how melodic importance is frequently mind-boggling and unexpected. Returning music in – works, yet in addition exhibitions – and analysing the utilisation to which they were put give us a progressively incorporated encounter of our past, just as a feeling of what individuals need to consult in communicating. By composing through this medium, we can improve our comprehension of music's ability to light up significance itself (Pasler, 2008).

## **Methodology**

The method of gathering information was utilising test and non-test systems. Test was utilised to acquire aftereffect of understudies' composition capacity, while non-test for this situation survey was utilised to pick up data of understudies' capacity. The test and poll were given to both test and control classes. Further, there were three factors in this examination as pursues:

## ***Sample***

The number of participants in this study were 104 understudies who were divided into four classes of about 26 understudies. All were students of the Indonesian Junior High School in Banten in the scholarly year 2018/2019.



### ***Data Elicitation***

The strategy of gathering information utilised test and non-test procedure. Test was utilised to get the consequence of understudies' composition capacity, while non-test for this situation poll was utilised to pick up data of understudies' capacity. The test and surveys were given to both exploratory and control classes. Further, there were three factors in this exploration as pursues:

- a) Dependent (Y): Writing Ability
- b) Independent (X1): Music
- c) Independent (X2): Cognitive and Psychomotor Functioning

Be that as it may, the markers of composing capacity test depended on Tarigan's hypothesis.

The markers are portrayed in the following table.

**Table 1:** Indicators of Writing Ability

Variable	Aspects	Score
	1) Content	
	a. Excellent	30–27
	b. Good	26–22
	c. Fair	21–17
	d. poor	16–13
	2) Organisation	
	a. Excellent	20–18
	b. Good	17–14
	c. Fair	13–10
	d. poor	9 – 7
	3) Vocabulary	
	a. Excellent	9 – 7
	b. Good	17– 14
	c. Fair t	13 – 10
	d. Very	9 – 7
	4) Language Use	
	a. Excellent	25 – 22
	b. Good	21 – 18
	c. Fair	17– 11
	d. poor	10–5
	5) Mechanics	
	a. Excellent	5
	b. Good t	4
	c. Fair	3
	d. Poor	2

### *Type of Instruments*

The specialist was utilised to test as the instrument of composing capacity. The analyst utilised composition for the post-test. Test is a few inquiries which are utilised to quantify capability, learning, knowledge, and capacity of the ability which is had by individual or gathering (Arikunto, 2010). The test was given to understudies to quantify the impact of the learning process by utilising music.

The test was given after the treatment. The test comprises of 4 distinctive titles. The title is to depict school, educator, creature and most loved artist. In the scoring system, the scientist utilised a score in range 0 – 100. It depicted as follows:

**Table 2**

Standard as indicated by marks attained	
80-100	A / Extremely good
70 –79	B / Good
60–69	C / Fair
45–59	C / Fair
0–44	E/ Extremely low/ Fair

**Score:** (Each of aspects added up) = 100 (If all aspects are complete)

In any case, the specialist has given some tests in some gathering. It is utilised to give the understudies' assessment after the examination. The aggregate of test around four titles. In scoring the assessment, the analyst utilised score in range 0 – 100 points. Absolute every one of the perspectives is 100 (if all viewpoints are finished).

The marker of the instrument was variable x which was structured rely upon the researcher discernment and understudies.

### Findings

In this investigation, there were three factors: showing media, intellectual and psychomotor working, and composing capacity. Showing media (An) and psychological and psychomotor working (B) as autonomous factors at that point composing capacity (Y) as a reliant variable. Information was acquired by offering the test to know understudies' composition capacity and appropriating survey to pick up information about understudies' subjective and psychomotor working. Illustrative examination of the information performed to decide the scope of the information, the normal, middle, mode, and standard deviation. This information was taken from the post-test consequence of understudies in each gathering. A factual depiction of count and test performed through SPSS 20.00 just as investigation and understanding appeared in the accompanying table:

**Table 3:** Descriptive Statistics

	A1	A2	B1	B2	A1B1	A1B2	A2B1	A2B2
N	26	26	26	26	15	11	15	11
	26	26	26	26	37	41	37	41
Mean	82.53	75.8077	112.9615	101.5385	83.8667	80.7273	76.4667	74.9091
Median	82.0000	78.0000	114.0000	97.5000	82.0000	80.0000	78.0000	78.0000
Mode	80.00	80.00	128.00	87.00 <sup>a</sup>	82.00 <sup>a</sup>	80.00	80.00	60.00 <sup>a</sup>
Std. Deviation	4.50982	9.43618	18.52238	15.07377	5.27618	2.37027	9.38743	9.88387
Variance	20.338	89.042	343.078	227.218	27.838	5.618	88.124	97.691

## Note

A1: Groups of students who were taught by Music

A2: Groups of students who were taught by Non-Music

B1: Groups of students who had high cognitive and psychomotor functioning

B2: Groups of students who had low cognitive and psychomotor functioning

A1B1: Music with high cognitive and psychomotor functioning

A2B1: Non-Music with high cognitive and psychomotor functioning

A1B2: Music with low cognitive and psychomotor functioning

A2B2: Non-Music with low cognitive and psychomotor functioning

### *Score of Writing Ability by Using Music (A1)*

**Table 4:** Frequency Table of Writing Ability by Using Music

A1\_Music

	Frequency	Percent	Valid Percent	Cumulative Percent
75.00	1	1.9	3.8	3.8
Valid 78.00	3	5.8	11.5	3.8
80.00	8	15.4	30.8	46.2
82.00	5	9.6	19.2	46.2
85.00	6	11.5	23.1	88.5
90.00	1	1.9	3.8	92.3
95.00	1	1.9	3.8	96.2
Total	1	1.9	3.8	100.0
Total	26	50.0	100.0	
	52	100.0		

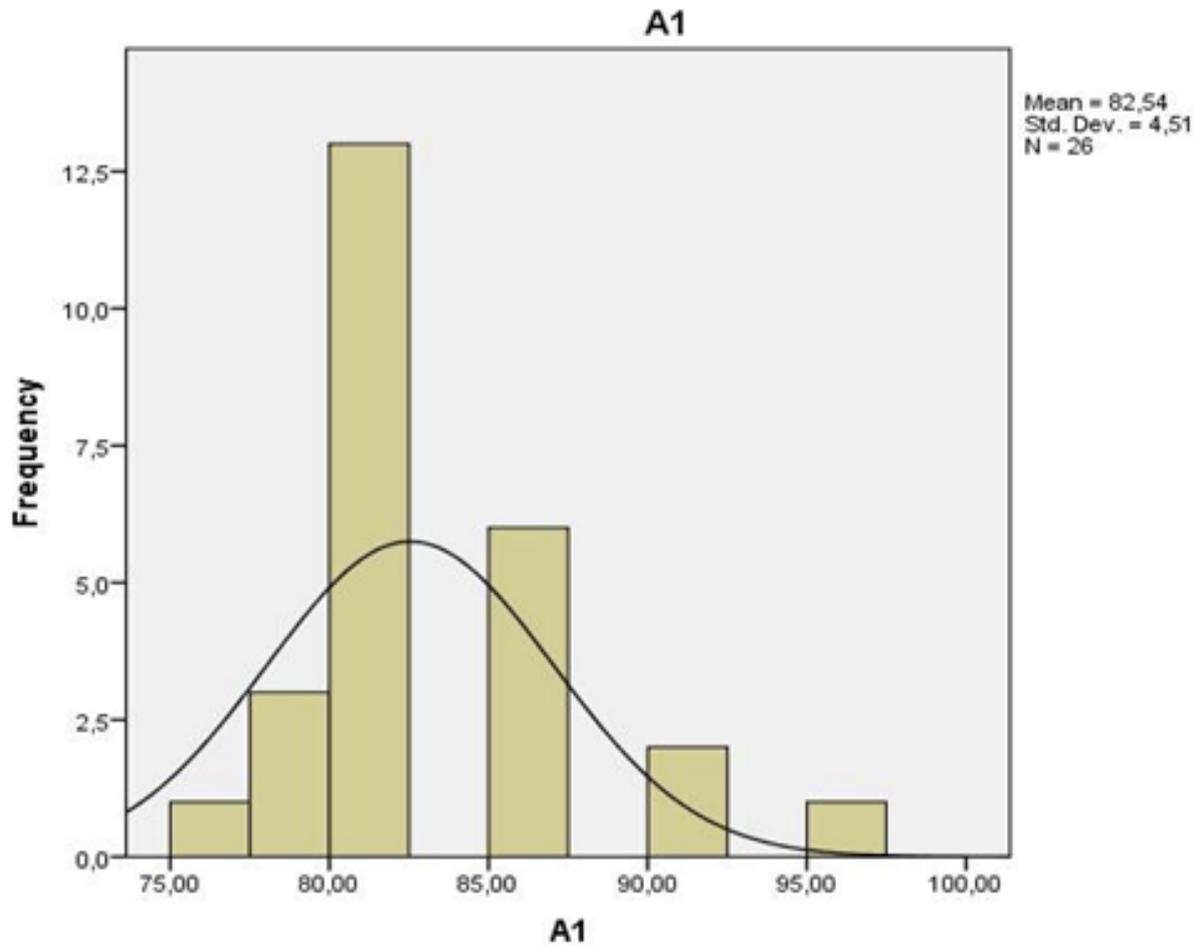
Scoring the information identified with composing capacity was directed by utilising instrument with the goal test (composed paper test) and the total was 5 segments legitimate. Consequently, the greatest score was 100, while the least score was 0. Respondents for the exploratory gathering were 26 understudies, treated by utilising music. The empiric score expressed that the most astounding score was 95, the least score was 70.

Moreover, the mean was 82,53, the middle was 82,00, the mode was 80,00, the standard of deviation was 4,50982 and the fluctuation was 20,338. The total outcome picked up from figuring can be seen underneath.

The mean 82,53 showed that the normal score for the understudies was moderately great. The standard of deviation 4,50982 showed that the appropriate responses given by understudies

utilising the music are moderately the equivalent. To make it obvious, it very well may be found in the presentation of histogram and polygon exhibited underneath.

**Figure 1.** graph of students' writing ability taught by music Histogram



*Score of Writing Ability by Using Non-Music (A2)*

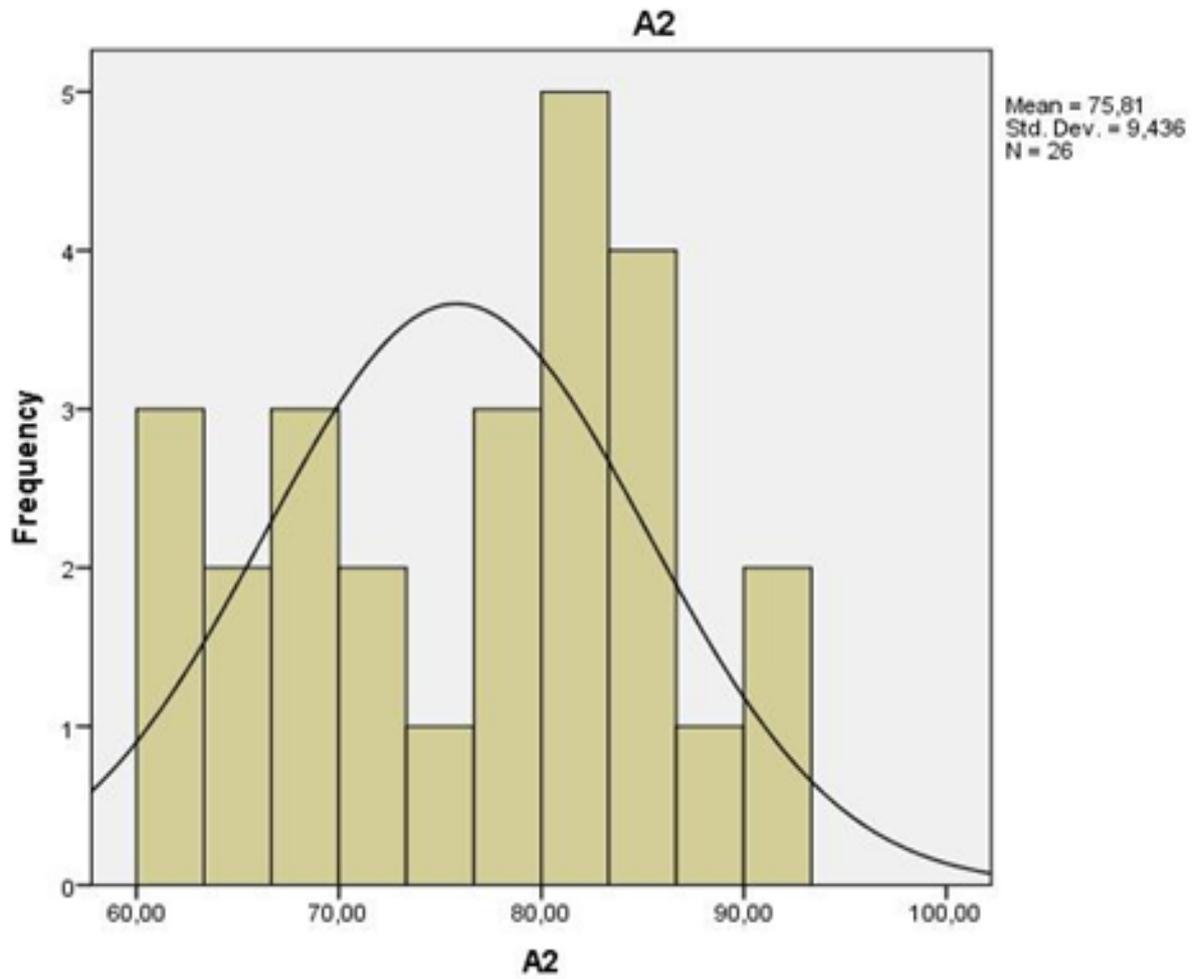
**Table 5:** Frequency Table of Writing Ability by Using Non-Music  
A2\_Non-Music

	Frequency	Percent	Valid Percent	Cumulative Percent
60.00	3	5.8	11.5	11,5
65.00	2	3.8	7.7	19,2
68.00	3	5.8	11.5	30,8
70.00	2	3.8	7.7	38,5
75.00	1	1.9	3.8	42,3
Valid 78.00	3	5.8	11.5	53,8
80.00	5	9.6	19.2	73,1
85.00	4	7.7	15.4	88,5
88.00	1	1.9	3.8	92,3
90.00	2	3.8	7.7	100,0
Total	26	50.0	100.0	
Total	52	100.0		

Scoring the information identified with composing capacity was directed by utilising instrument with the goal test (composed paper test) and the total was 5 parts substantial. Subsequently, the most extreme score was 100, while the least score was 0. Respondents for control gathering were 26 understudies, treated by utilising non-music. The empiric score expressed that the most noteworthy score was 90, the least score was 60. Moreover, the mean was 75,8077, the middle was 78,0000, the mode was 80,00, the standard of deviation was 9,43618 and fluctuation was 89,042. The total outcome picked up from figuring can be seen beneath.

The mean 75,8077 demonstrated that the normal score for the understudies was generally great. The standard of deviation 9,43618 demonstrated that the appropriate responses given by understudies utilising the non-music are generally the equivalent. To make it unmistakable, it tends to be found in the showcase of histogram and polygon exhibited underneath:

**Figure 2** Graph of students' writing ability taught by non-music



***Score of Writing Ability with High Cognitive and Psychomotor Functioning(B1)***

**Table 6:** Frequency Table of Writing Ability with high Cognitive and Psychomotor Functioning B1\_Cognitive and Psychomotor Functioning

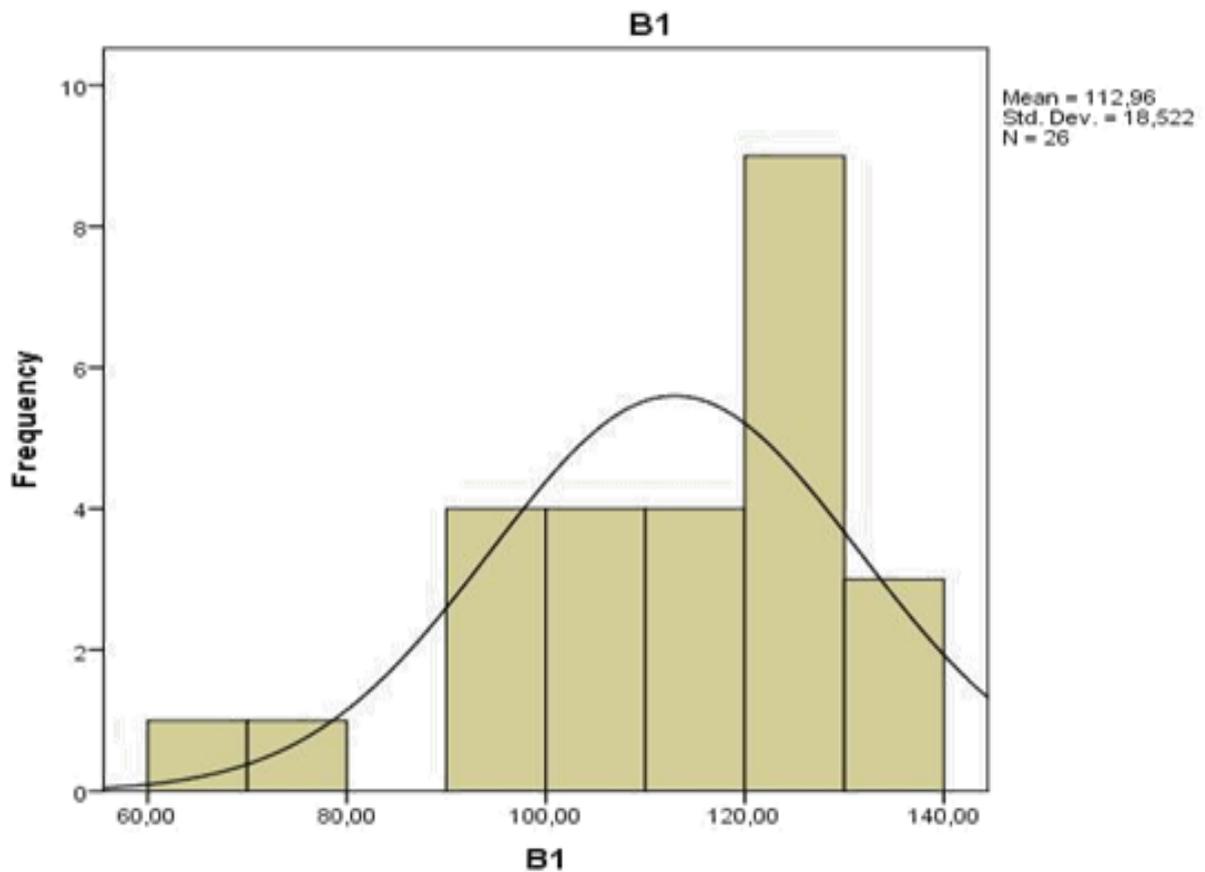
	Frequency	Percent	Valid Percent	Cumulative Percent
68.00	1	1.9	3.8	3.8
74.00	1	1.9	3.8	7.7
92.00	1	1.9	3.8	11.5
95.00	1	1.9	3.8	15.4
96.00	1	1.9	3.8	19.2
97.00	1	1.9	3.8	23.1
Valid 100.00	1	1.9	3.8	26.9
102.00	1	1.9	3.8	30.8
105.00	1	1.9	3.8	34.6
108.00	1	1.9	3.8	38.5
111.00	1	1.9	3.8	42.3
113.00	2	3.8	7.7	50.0
115.00	1	1.9	3.8	53.8
122.00	1	1.9	3.8	57.7
123.00	1	1.9	3.8	61.5
126.00	1	1.9	3.8	65.4
127.00	1	1.9	3.8	69.2
128.00	3	5.8	11.5	80.8
129.00	2	3.8	7.7	88.5
129.00	1	1.9	3.8	92.3
135.00	1	1.9	3.8	96.2
139.00	1	1.9	3.8	100.0
Total	26	50.0	100.0	
Total	52	100.0		

Scoring the information identified with psychological and psychomotor working was directed by utilising instruments with the reason questions (Questionnaire) and all-out things gave were 30 inquiries legitimate. All the inquiries have multiple choice questions, for example, never (1 point), ever (2 points), sometimes (3 points), frequently (4 points), and constantly (5). Henceforth the greatest score was 150, while the least score was 30. Respondents for test gathering were 26 understudies, had high psychological and psychomotor working. The empiric score expressed that the most elevated score was 139, the least score was 68. Moreover, the mean was 112.9615, the middle was 114.0000, the mode was 128.00, the standard of

deviation was 18.52238 and the fluctuation was 343.078. The total outcome picked up from figuring can be seen underneath.

The mean 112.9615 demonstrated that the normal score for the understudies was generally great. The standard of deviation 18.52238 demonstrated that the appropriate responses given by understudies utilising the non-music are moderately the equivalent. To make it obvious, it very well may be found in the showcase of histogram and polygon displayed beneath:

**Figure 3.** Graph of students' Writing Ability with high cognitive and psychomotor functioning



**Score of Writing Ability with Low Cognitive and Functioning (B2)**

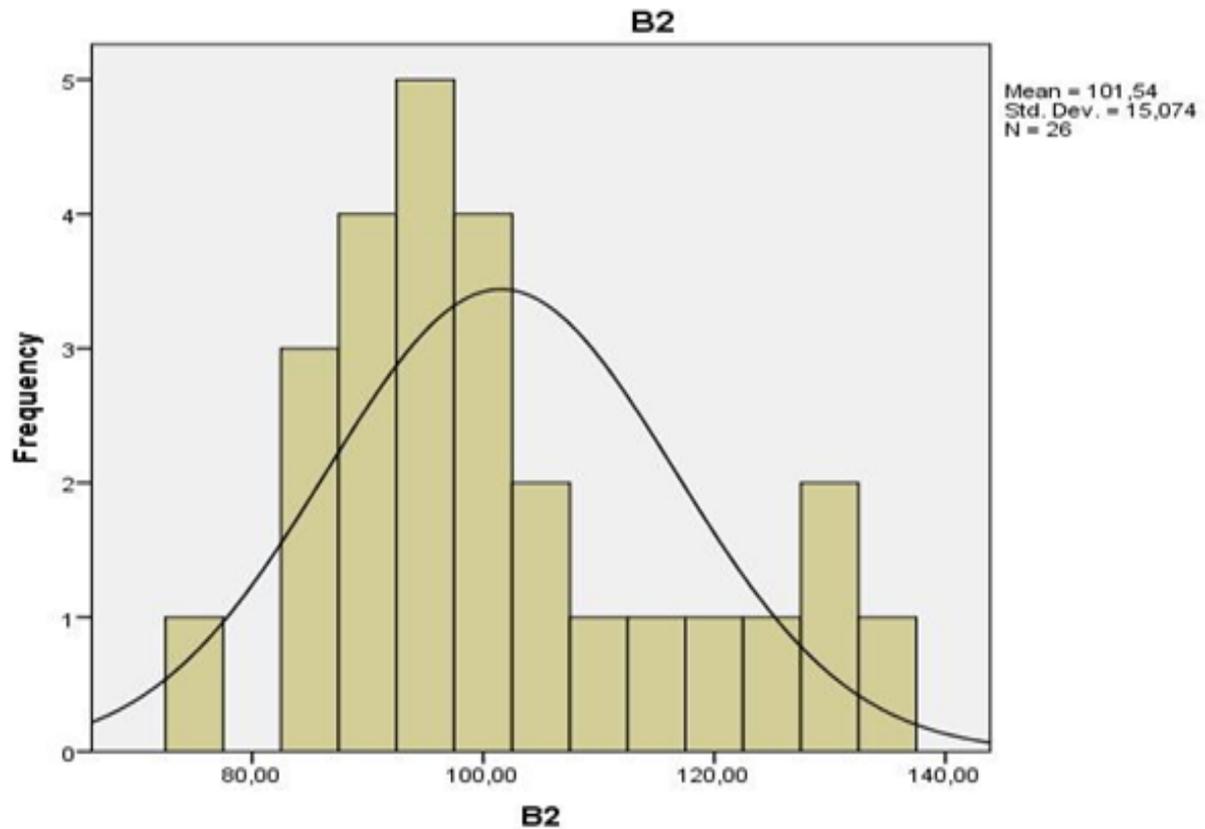
**Table 7:** Frequency Table of Writing Ability with low cognitive and psychomotor functioning

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
75.00	1	1.9	3.8	3.8
86.00	1	1.9	3.8	3.8
87.00	2	3.8	7.7	7.7
88.00	1	1.9	3.8	15.4
91.00	2	3.8	7.7	19.2
92.00	1	1.9	3.8	26.9
93.00	1	1.9	3.8	30.8
94.00	1	1.9	3.8	34.6
95.00	1	1.9	3.8	38.5
Valid 96.00	1	1.9	3.8	42.3
97.00	1	1.9	3.8	46.2
98.00	1	1.9	3.8	50.0
101.00	1	1.9	3.8	53.8
102.00	2	3.8	7.7	57.7
103.00	1	1.9	3.8	65.4
105.00	1	1.9	3.8	69.2
105.00	1	1.9	3.8	73.1
114.00	1	1.9	3.8	76.9
118.00	1	1.9	3.8	80.8
126.00	1	1.9	3.8	84.6
129.00	2	3.8	7.7	88.5
133.00	1	1.9	3.8	96.2
Total	<b>26</b>	50.0	100.0	100.0
Total	<b>52</b>	100.0		

Scoring the information identified with intellectual and psychomotor working was led by utilising instruments with the reason questions (Questionnaire) and the total was 30 inquiries legitimate. All the inquiries have multiple choice questions, for example, never (1 point), ever (2 points), sometimes (3), frequently (4 points), and constantly (5). Henceforth the most extreme score was 150, while the least score was 30. Respondents for control gathering were 26 understudies, had low subjective and psychomotor working. The empiric score expressed that the most noteworthy score was 133, the least score was 75. Moreover, the mean was 101,5385, the middle was 2,95621, the mode was 87,00, the standard of deviation was 15,07377 and change was 227,218. The total outcome picked up from computation can be seen beneath.

The mean 101,5385 demonstrated that the typical score for the understudies was reasonably incredible. The standard of deviation 15,07377 showed that the proper reactions given by understudies using the non-music are tolerably the equal. To make it self-evident, it will in general be found in the feature of histogram and polygon presented underneath.

**Figure 4.** Graph of students' writing ability with low cognitive and psychomotor functioning



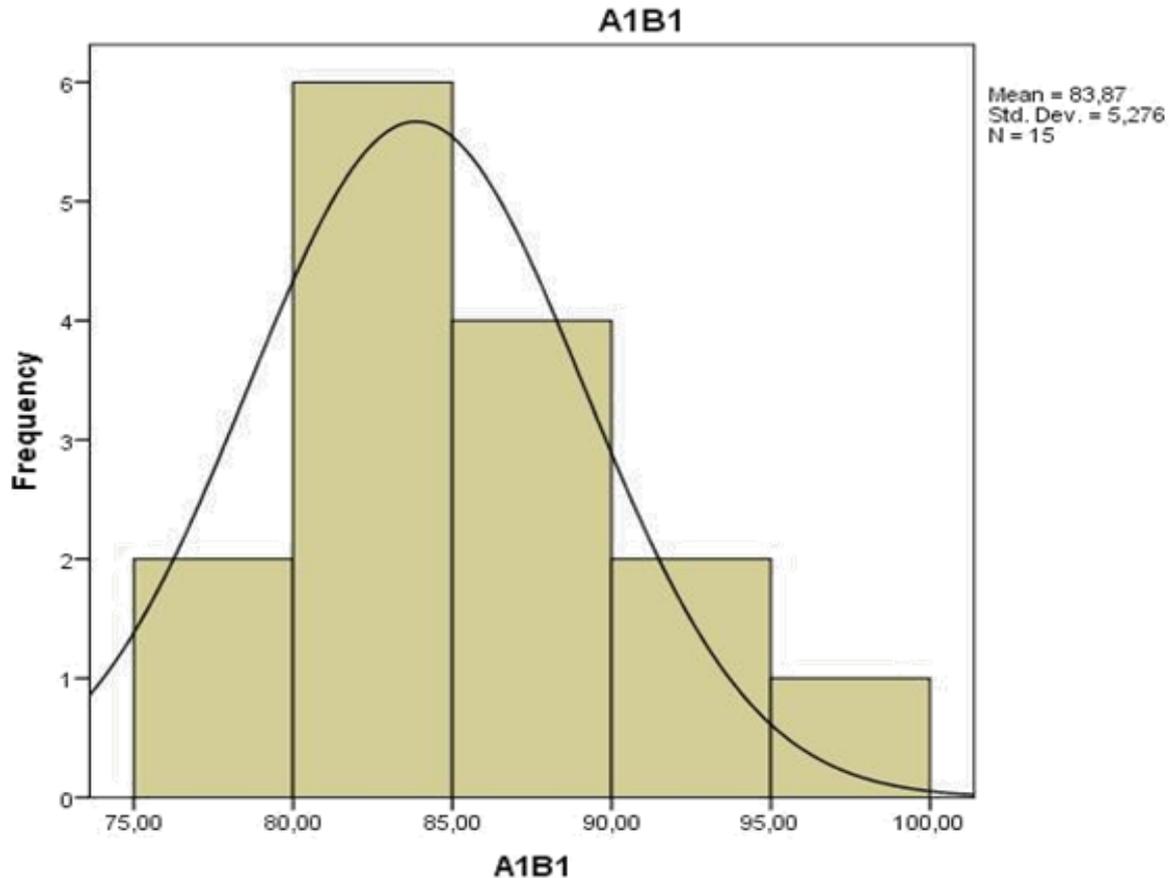
**Score of Writing Ability by Using Music with high cognitive and psychomotor functioning (A1B1)**

**Table 8:** Frequency Table of Writing Ability by using Music with high cognitive and psychomotor functioning

A1B1					
		Frequency	Percent	Valid Percent	Cumulative Percent
	75.00	1	1.9	6.7	6.7
	78.00	1	1.9	6.7	13.3
	80.00	2	3.8	13.3	26.7
	82.00	4	7.7	26.7	53.3
Valid	85.00	4	7.7	26.7	80.0
	90.00	1	1.9	6.7	86.7
	92.00	1	1.9	6.7	93.3
	95.00	1	1.9	6.7	100.0
	Total	15	28.8	100.0	
Missing	System	37	71.2		
Total		52	100.0		

Scoring the information identified with composing capacity was led by utilising instrument with the goal test (composed article test) and the total was 5 inquiries legitimate. Subsequently, the most extreme score was 100, while the least score was 0. Respondents treated by utilising Music Strategy with high composition capacity were 26 understudies. The empiric score expressed that the most noteworthy score was 95, the least score was 75. Besides, the mean was 83,8667, the middle was 82,0000, the mode was 82,00a, the standard of deviation was 5,27618 and the difference was 27,838. The total outcome can be seen underneath.

**Figure 5:** Graph of students' Writing Ability by using Music with low cognitive and psychomotor functioning

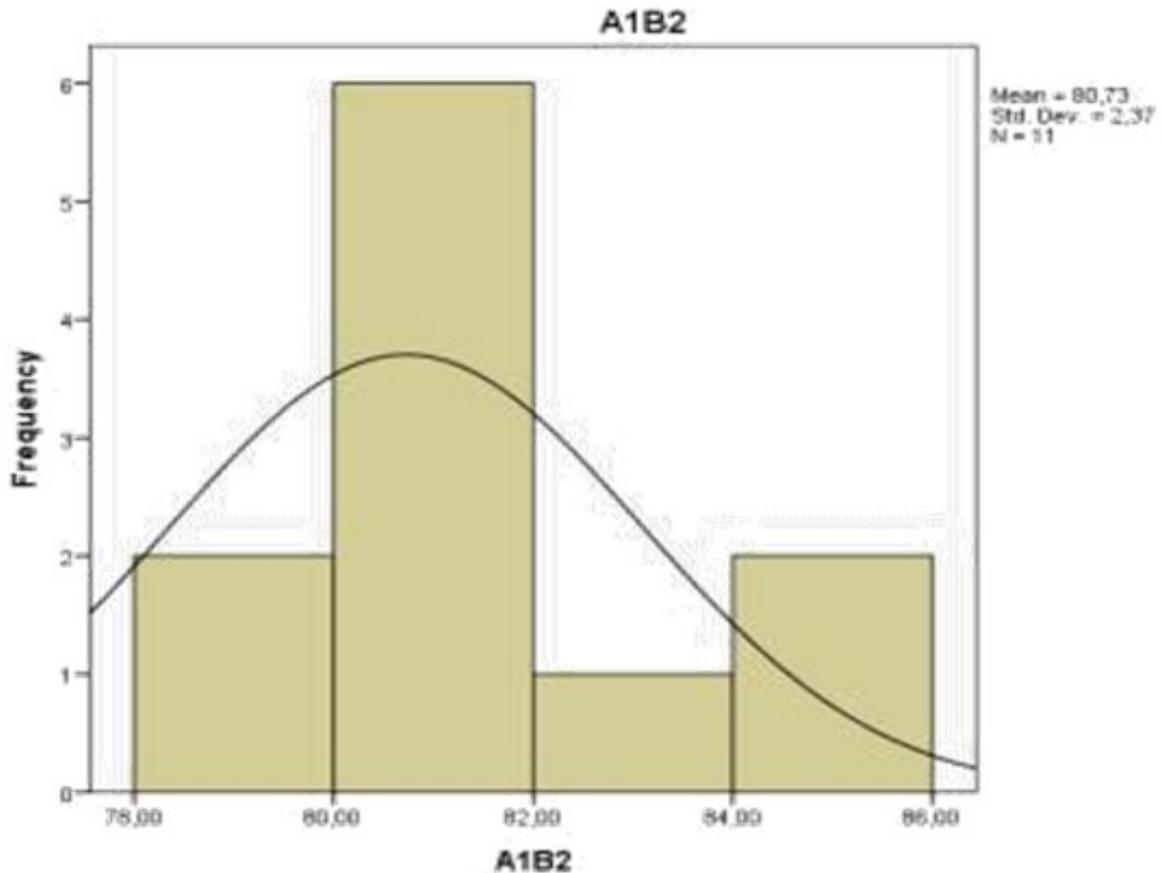


**Score of Writing Ability by Using Music with Low Cognitive and Psychomotor Functioning (A1B2)**

**Table 9:** Frequency Table of Writing Ability by using Music with low cognitive and psychomotor functioning A1B2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78.00	2	3.8	18.2	18.2
	80.00	6	11.5	54.5	72.7
	82.00	1	1.9	9.1	81.8
	85.00	2	3.8	18.2	100.0
	Total	11	21.2	100.0	
Missing	System	41	78.8		
Total		52	100.0		

**Figure 6.** Graph of students' Writing Ability by using Music with low cognitive and psychomotor functioning



The mean 83.8667 showed that the normal score for the understudies was moderately great. The standard of deviation 5.27618 showed that the appropriate responses given by understudies utilising Music with high intellectual and psychomotor working are moderately the equivalent. To make it obvious, it tends to be found in the presentation of histogram and polygon exhibited beneath:

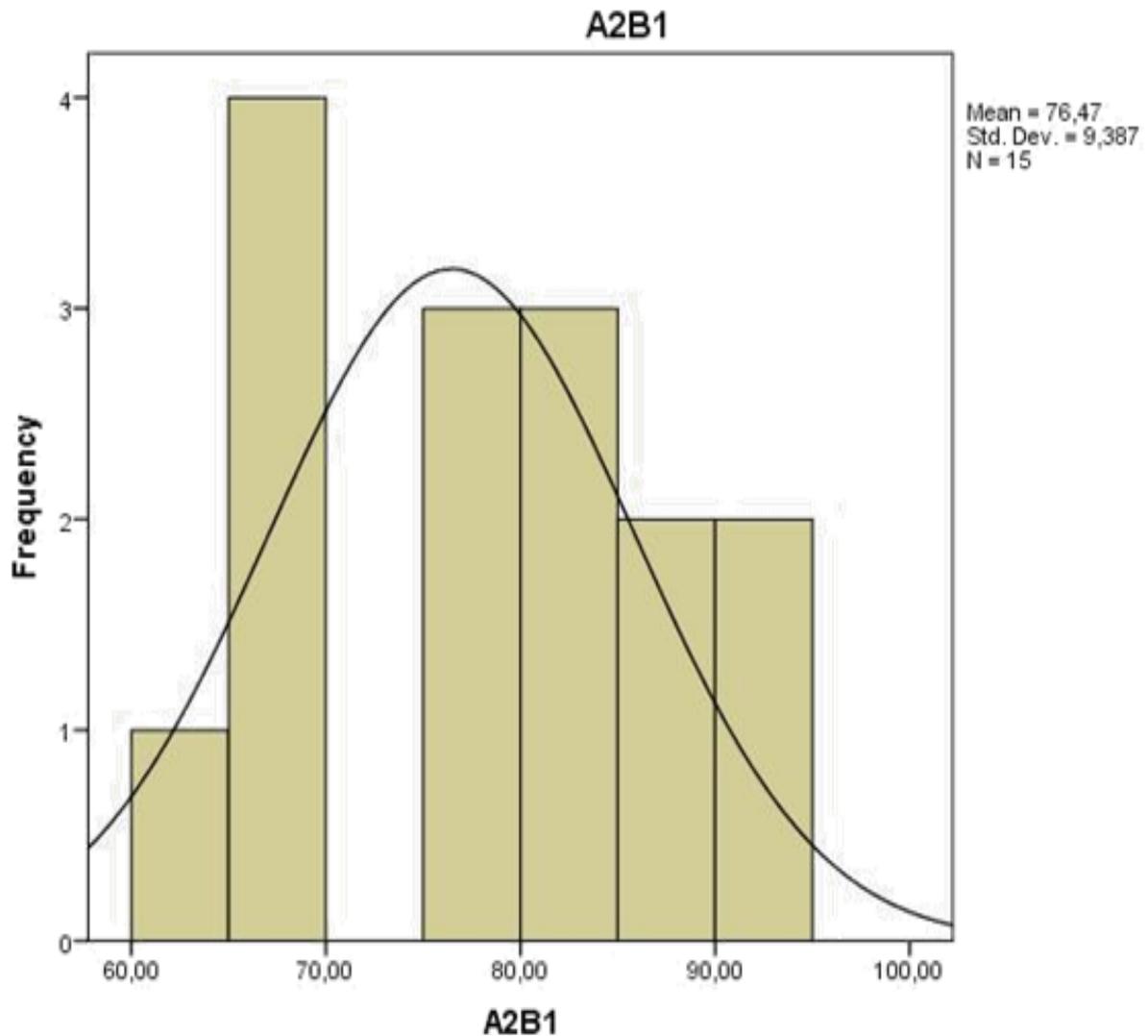
***Score of Writing Ability by Using Non-Music with High Cognitive and Psychomotor Functioning (A2B1)***

**Table 10:** Frequency Table of Writing Ability by using Non-Music with high cognitive and psychomotor functioning

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	60.00	1	1.9	6.7	6.7
	65.00	2	3.8	13.3	20.0
	68.00	2	3.8	13.3	33.3
	75.00	1	1.9	6.7	40.0
Valid	78.00	2	3.8	13.3	53.3
	80.00	3	5.8	20.0	73.3
	85.00	2	3.8	13.3	86.7
	90.00	2	3.8	13.3	100.0
	Total	15	28.8	100.0	
Missing	System	37	71.2		
Total		52	100.0		

Scoring the data related to writing ability was conducted by using instrument with the objective test (written essay test) and the total items provided were 5 questions valid. Hence, the maximum score was 100, while minimum score was 0. Respondents treated by using Non-Music with high cognitive and psychomotor functioning were 26 students. The empiric score stated that the highest score was 90, the lowest score was 60. Furthermore, mean was 76,4667, median was 78.0000, mode was 80.00, standard of deviation was 9,38743 and variance was 88,124. The complete result gained from calculation can be seen below:

**Figure 7.** Graph of students' writing ability by using Non-Music with high cognitive and psychomotor functioning



The mean 76,4667 indicated that the average score for the students was relatively good. The standard of deviation 9,38743 indicated that the answers given by students using the Non-Music with high cognitive and psychomotor functioning are relatively the same. To make it clear, it can be seen in the display of histogram and polygon presented below:

***Score of Writing Ability by Using Music with Low Cognitive and Psychomotor Functioning (A2B2)***

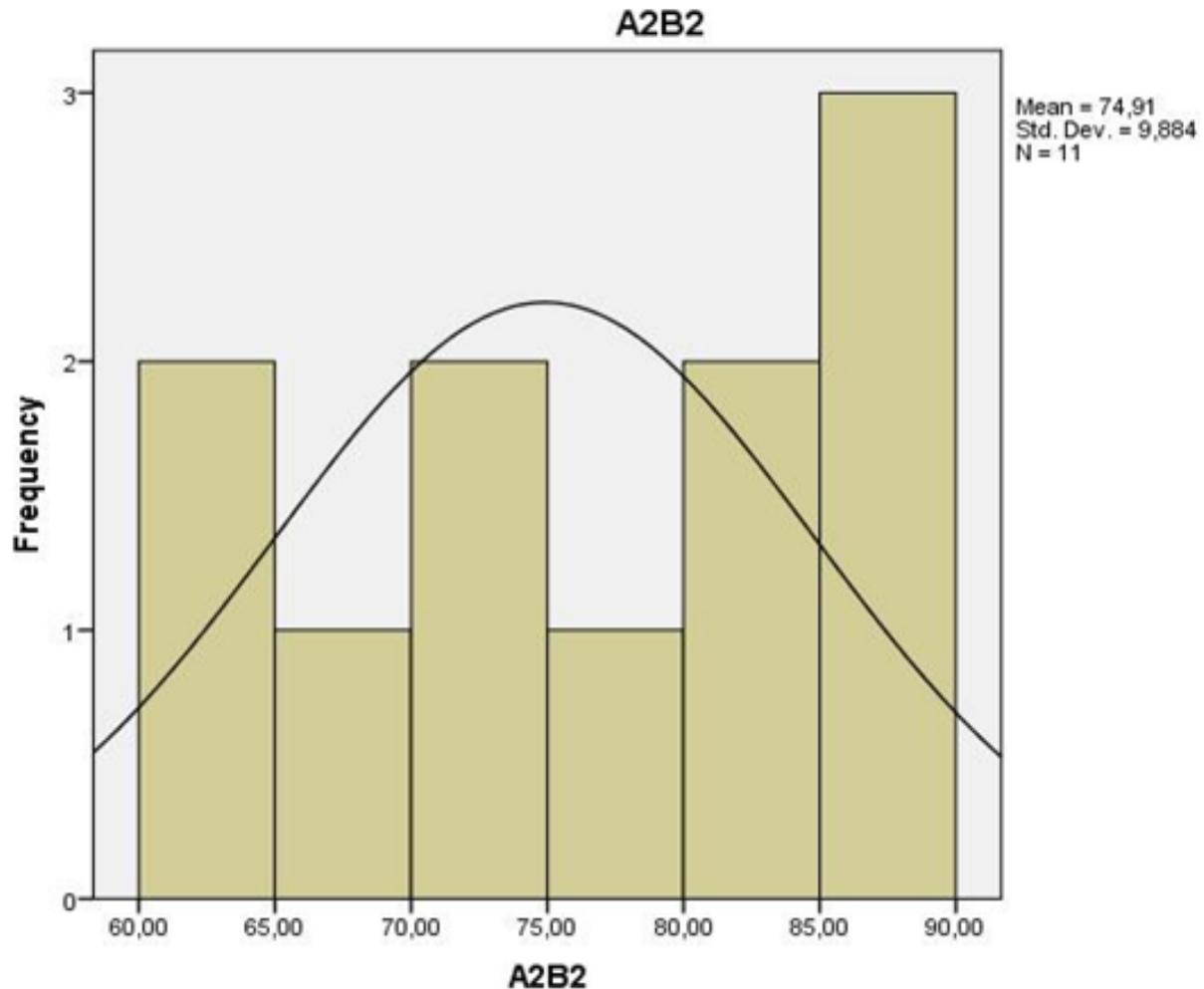
**Table 11:** Frequency Table of Writing Ability by using Non-Music with low cognitive and psychomotor functioning

<b>A2B2</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid 60.00	2	3.8	18.2	18.2
68.00	1	1.9	9.1	27.3
70.00	2	3.8	18.2	45.5
78.00	1	1.9	9.1	54.5
80.00	2	3.8	18.2	72.7
85.00	2	3.8	18.2	90.9
88.00	1	1.9	9.1	100.0
Total	11	21.2	100.0	
Missing System	41	78.8		
Total	52	100.0		

Scoring the information identified with composing capacity was directed by utilising the instrument with the goal test (composed article test) and the total was 25 legitimate inquiries. Consequently, the most extreme score was 100, while the least score was 0. Respondents treated by utilising Non-Music with high composition capacity were 26 understudies. The empiric score expressed that the most noteworthy score was 88, the least score was 60. Moreover, the mean was 74,9091, the middle was 78.0000, the mode was 60.00, the standard of deviation was 9,88387 and the fluctuation was 97,691. The total outcome deduced by estimation can be seen underneath.

The mean 74.9091 demonstrated that the normal score for the understudies was generally high. The standard of deviation 9.88387 demonstrated that the appropriate responses given by understudies utilising the Non-Music with high subjective and psychomotor working are generally the equivalent. To make it unmistakable, it very well may be found in the showcase of histogram and polygon exhibited underneath.

**Figure 8.** graph of students' writing ability by using Non-Music with low cognitive and psychomotor functioning



### Discussion and Implication

This exploration was intended to discover the impact of training media and subjective and psychomotor working toward understudies' composition capacity on graphic content at Indonesian Junior High School in Banten.

In showing composing, there were numerous sorts of procedures that can be utilised by the instructor to compose the content; one of them was Music. Music is craftsmanship. Music helps you to unwind and make the most of our psyche and body. Utilising this media, the understudy takes care to think deeper to arrive at the central importance of the content next to that, to construct understudies' basic reasoning. The utilisation of music in instructing composing is very effective in making understudies increasingly interactive and interested in the class, while they listen to music in home-room. As it were, music was a configuration to help understudies understand more clearly the fundamental material.

From the clarification about the means of doing music media in shown in the learning process above, it tends to be seen that by doing music media understudies are enthusiastic about class exercises stimulating their intellectual and psychomotor functioning.

In light of the information given, the outcome demonstrates that the score of understudies' composition capacity educated by music (test class) was higher than the score of understudies' composition capacity in non-music (control class).

Music is a field of study related to educating and learning music. It addresses all learning areas, including the psychomotor space (the advancement of aptitudes), the psychological space (the securing of information) and specifically and huge ways, the compelling space (the student's eagerness to get, disguise, and offer what is found out), including music appreciation and affectability.

In view of discoveries and upheld by music for the exploration of the understudies' composition capacity, it was demonstrated that information that originates from the populace which was appropriated typically yet originated from homogenous fluctuations. At that point, the information prepared to test the theories. From the testing of theories, it was picked up that:

The understudies' composition capacity that is educated by music is higher than the individuals who are instructed by non-music. In view of investigation bring about Table 4.12 above, it was acquired if the estimation of  $Sig > 0.05$ , it implies that  $H_0$  is acknowledged and  $H_1$  is dismissed consequently. Then again, if the estimation of  $Sig < 0.05$  it implies that  $H_0$  is rejected and  $H_1$  is acknowledged consequently.

The calculation performed by utilising SPSS variant 20 for windows was discovered that the estimation of  $Sig$  for encouraging technique was  $0.000 < 0.05$  and  $F_{observed} (10,017) > F_{table} (1,51)$ . It very well may be presumed that there was the distinction of composing capacity between understudies who were instructed by Music and the individuals who were educated by Non-music. At the end of the day, the understudies' composition capacity was not impacted by the utilisation of showing media (Music and Non-Music) without thinking about the understudies' basic reasoning. In this way, basic reasoning was one of significant variable recorded as a hard copy capacity.

Operationally, composing capacity is estimated through a test (composed article tests) and through the test. Understudies needed to make an unmistakable content dependent on the degree of composing capacity they have. Allude to the hypothetical survey referenced over; the understudies' composition capacity is affected by the training media utilised in study hall action (for this situation Music). In view of measurable information acquired, it very well may

be presumed that showing media (Music) expedites sway intellectual and psychomotor working recorded as a hard copy capacity.

There is connection sway between training media utilising music and non-music on subjective and psychomotor working toward understudies' composition capacity. In light of examination bring about Table 4.12 above, it was acquired if the estimation of  $\text{Sig} > 0.05$ , it implies that  $H_0$  is acknowledged and  $H_1$  is dismissed consequently. Then again, if the estimation of  $\text{Sig} < 0.05$  it implies that  $H_0$  is rejected and  $H_1$  is acknowledged naturally.

The calculation performed by utilising SPSS rendition 20 for windows was discovered that the estimation of  $\text{Sig}$  for encouraging procedure was  $0.605 > 0.05$  and  $F$  observed ( $0.143$ )  $< F$  table ( $1,51$ ). It very well may be presumed that there was not the interactional impact of showing media (Music and Non-Music) on subjective and psychomotor working toward understudies' composition capacity rely upon the degree of understudies' basic reasoning. At the end of the day, the music has sway on psychological and psychomotor working well toward understudies' composition capacity. Allude to the ANOVA test, the connection between showing music and non-music on intellectual and psychomotor working toward understudies' composition capacity is decidedly swayed.

Operationally, composing capacity is estimated through a test (composed exposition tests) and through the test, understudies needed to make expressive content dependent on the degree of composing capacity they have. Allude to the hypothetical survey referenced over; the understudies' composition capacity is sway by encouraging media utilised in study hall (Music) and Non-Music. In view of quantitative information got, it very well may be reasoned that both showing media (Music) and Non-Music expedite sway subjective and psychomotor working toward understudies' composition capacity.

Understudies with high psychological and psychomotor who were educated by Music is higher than the individuals who were instructed by Non-Music. In light of investigation bring about Table 4.13 above, it was acquired the estimation of t-test, it was  $t_0 (A1B1 \times A2B1) = 1.835$  and  $p\text{-esteem} = 0.079 < 0.05$ . It implies that  $H_0$  was rejected and  $H_1$  was acknowledged. As such, there was an impact of understudies' composition capacity who were instructed by Music was higher than the individuals who were educated by Non-Music for understudies who had high intellectual and psychomotor working. It very well may be reasoned that Music was a bigger number of has to sway than Non-Music principally for understudies with high intellectual and psychomotor working.

Understudies with low subjective and psychomotor working who are educated by Non-Music is lower than the individuals who are instructed by Music. In view of investigation bring about Table 4.13 above, it was gotten the estimation of t-test, it was  $t_0 (A1B2 \times A2B2) = 0,409$  and  $p\text{-}$



esteem = 0.689 < 0.05. It implies that H0 was rejected and H1 was acknowledged. At the end of the day, there was the distinction of understudies' composition capacity who were educated by Music and the individuals who were instructed by Non-Music for understudies who had low intellectual and psychomotor working. It tends to be said that for understudies with low subjective and psychomotor working, there was any effect of showing media the two understudies who were educated by Music and the individuals who were instructed by Non-Music on psychological and psychomotor working toward understudies' composition capacity.



## REFERENCES

- Arbib, M. A. (2013). *Language, Music and the Brain*. London, England: The MIT Press.
- Arikunto, S. (2000). *Prosedure Penelitian Suatu Pendekatan Praktek* . Jakarta: Rineka Cipta.
- Arikunto, S. (2002). *Metode Penelitian*. Jakarta: Rineka Cipta.
- Arikunto, S. (2010). *Prosedur Penelitian : Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arstegui, J. L. (2011). *Educating Music Teachers for the 21st Century*. Spain: Sense Publisher.
- Barksdale, A. L. (2003). *Music Therapy and Leisure for Persons with Disabilities*. United State: SAGAMORE Publishing .
- Bastian, 2002;Elliott, 1995; Gardner, 2004. (n.d.). *Music education and its effects, Music matters, Frames of mind*. New York: Oxford University Press.
- Berk, R. A. (2015). *Use of Technology and Music to Improve Learning*. Pearson assessments , 98-107.
- Brandimonte , M., Bruno, N., & Collina, S. (2006). *Cognition. Psychological Concepts: An International Historical Perspective*, 1-22.
- Bull, V. (2008). *Oxford Learner's Pocket Dictionary* . New York : Oxford University Press.
- Carlyle, T. (1841). *On Heroes, Hero-Workship, and the Heroic in History*.
- Chandrasekaran, B., & Kraus, N. (2010). *Music Training for the Development of Auditory Skills*. *Science and Society Nature Review Neuroscience*, 599 - 605.
- Costa, E., & Giomi. (2004). *Effects of Three Years of Piano Instruction on Children's Academic Achievement, School Performance and Self-Esteem*. *Psychology of Music*, 139 - 152.
- Dalton, B. H., & Behm, D. G. (2007). *Effects of noise and Music on Human and Task Performance: A Systematic Review*. *Occupational Ergonomics*, 143 - 152.
- Davies, S. (2012). *On Defining Music (forthcoming The Monist)*. *On Defining Music*, 1-24.
- Dr.Moreno. (2014). *The Benefits of Music Education*. Canada: The Royal Conservatory Music.
- Eren, B. (2013). *Use of Music in Special Education and Application Examples from Turkey*. *Procedia Social and Behavioral Sciences*.



- Foran, L. M. (2009). Listening to Music: Helping Children Regulate Their Emotions and Improve Learning in the Classroom. *Listening to Music*, 51-58.
- Geoghegan, N. (1996). Possible effects of early childhood music on mathematical achievement. Australia.
- Green, L. (2005). Popular Music Education in and for Itself, and for 'Other' Music: Current Research in the Classroom. *IJME: Popular music education in and for itself, and for „other“ music*, 1 - 26.
- Hallam, S. (2002). The effects of background music on primary school pupils' task performance.
- Hallam, S. (2010). The Power of Music: Its Impact on the Intellectual, Social and Personal Development of Children and Young People. *International Journal of Music Education*, 269 - 289.
- Hanson, A. (2009). *Brains Friendly Strategies for Developing Student Writing Skills*. Corwin Press.
- Harmer, J. (2004). *How to Teach Writing*. Pearson Education Limited.
- Harmon, L., Troester, K., Pickwick, T., & Pelosi, G. (2008). The Effects of Different Types of Music on Cognitive Abilities. *Journal of Undergraduate Psychological Research*, 41-46.
- Hogenes, M., Oers, B. v., & Diekstra, R. F. (2014). The impact of music on child functioning. *The European Journal of Social and Behavioural Sciences*, 1508-1520.
- Jones, A. (2010). Music and the Cognitive Process - Student Perceptions. *Polyglossia Volume 19*, 143-150.
- Jones, J. (2010). The role of music in your classroom. *Music Curriculum*, 90-92.
- Kallus, K. W., Schmitt, A. J., & Benton, D. (2005). Attention, Psychomotor Functions and Age. *European Journal of Nutrition*, 465 - 484.
- Kirby, D. L., & Crovitz, D. (2013). *Inside Out Strategies for Teaching Writing*. Heinemann, Portsmouth NH.
- Kivy, P. (2007). *Music, Language, and Cognition*. New York: Clarendon Press.
- Knight, W. a. (2001). 'Relaxing Music Prevents Stress-Induced Increases in Subjective Anxiety, Systolic Blood Pressure, and Heart Rate in Healthy Males and Females', *Journal of Music Therapy*, 38.



- Koopman. (2005). Learning Music. Handbook for Elementary and Special Education .
- Labbe, Schmidt,Babin,&Pharr,2007;Lesiuk,2005. (n.d.). Coping with stress:The effectiveness of different types of music.
- Lesiuk, T. (2005). Psychology of Music. The effect of music listening on work performance, 176.
- Levitin, D. J., & Tirovolas, A. K. (2009). Current Advances in the Cognitive Neuroscience of Music. The Year in Cognitive Neuroscience, 211-231.
- Lilley, J. L., Oberle, C. D., & Jr., J. G. (2014). Effects of Music and Grade Consequences on Test Anxiety and Performance. Psychomusicology Music, Mind and Brain, 184-190.
- Micklich, D. L. (2011). Examining the Cognitive, Affective, and Psychomotor Dimensions in Management Skill Development through Experiential Learning: Developing A Framework. Developments in Business Simulation and Experiential Learning, 216 - 272
- Moreno, S. (2009). Can Music Influence Language and Cognition. Cotemporary Music Review, 329.
- Muslim, A., & Berisha, B. (2017). The Impact of Music in Memory. European Journal of Social Sciences Education and Research, 1 - 9.
- Nazario, L. A., Borchers, D. D., & Lewis, W. F. (2010). Bridges to Better Writing. Wadsworth: Cengage Learning.
- Nicolich, J. (2008). Music's Influence on Cognitive Development. St. John Fisher College Fisher Digital Publications Education Masters, 1 - 31 .
- Pasler, J. (2008). Writing Through Music. New York: OXford University Press.
- Perlovsky, L. (2013). Cognitive Function, Origin and Evaluation of Musical Emotions. Systemics, Cybernetics and Informatics, 1690 - 4524.
- Perret, D. (2005). Roots of Musicality . London and Philadelphia: Jessica Kingsley Publisher.
- Prado, M. T. (2017). Analysis of Psychomotor Development and level of Pshysical Activity of Children with Extracurricular Physical Activities. Acta Fisiatr, 208 - 212.
- Ransdell, S., & Gilroy, L. (2001). The effects of background music on word processed writing. Computers in Human Behavior, 141-148.



- Richard, N. S., Toukhsati, S. R., & Field, S. E. (2013). The Effect of Music on Cognitive Performance: Insight from Neurobiological and Animal Studies. *Behavioral and Cognitive Neuroscience Reviews*, 233 - 261.
- Robertson, D. (2000). *The Classical Music of the Twenty-First Century*. Dovesong International.
- Sandow, G. (2007). *Rebirth: The Future of Classical Music*. 1.
- Santos, M. D. (2015). The Importance of Learning Process in Psychomotor through Capacity Coordinative. *Fiep Bulletin*, 143 - 146.
- Schafer, T., Sedlmeier, P., Stadtler, C., & Huron, D. (2013). The psychological functions of music listening. Original research article, 1-33.
- Schellenberg, E. G. (2006). Long-Term Positive Associations Between Music Lessons and IQ. *Journal of Educational Psychology*, 457-468.
- Schlaug, G., Norton, A., Overy, K., & Winner, E. (2005). Effects of Music Training on the Child's Brain and Cognitive Development. Department of Neurology, Music and Neuroimaging Laboratory, 219-230.
- Sigurðardóttir, D. (2011). Language learning through music. *Ritgerð þessi er 10 eininga lokaverkefni til B.Ed.-prófs við*, 1 - 33.
- Southgate, D. E., & Roscigno, V. J. (2009). The Impact of Music on Childhood and Adolescent Achievement . *Social Science Quarterly* , 4 - 21.
- Teachout, D. J. (2016). The Impact of Music Education on A Child's Growth and Development. *Child's Growth & Development*, 31 - 44.
- Thomas, K. (2005). Learning Taxonomies in the Cognitive, Affective and Psychomotor Domains. *Rocky Mountain Alchemy Turning the Plan into the Precious*, 1 - 16.
- Thompson, W. F. (2001). Arousal, mood and the Mozart . *Music listening and cognition abilities*, 4.
- Waller. (2007). *The Impact of Music Education on Academic Achievement*.
- Weigle, S. C. (2002). *Assesing Writing* . London: Cambridge University Press .
- Weiss, E. S. (2013). *The Pshycology of Music*. Canada: Elsevier Inc. .
- Wilson, R. C. (2008). Music's Influence on Cognitive Development. *Education Masters*, 1-27.



Yi, J. y. (2009). Defining Writing Ability for Classroom Writing Assessment in High Schools  
Pan-Pacific Association of Applied Linguistics , 53-69.