

THE EFFECTIVENESS OF SONGS IMPROVING NARRATIVE TEXT WRITING

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ABSTRACT

The aim of this research is to find out the significant improvement of song as media in writing narrative text at SMA PUQ Al-Marwah. The subjects of this research are the students of second grade of SMA PUQ Al-Marwah. The researcher chooses two classes out of three classes as the research sample consisting 40 students. One class is for experimental group, and one class is for control group. The method used in study is quantitative method. The design of this research is quasi-experimental design. The researcher uses quasi-experimental design of this research is to see the effectiveness of songs in improving narrative text writing. the result of calculation shows that in the significance degree of .05. the value of t-test (t_0) > t-table (t_t) ($4.320 > 2.0224$) which means that the null hypothesis is rejected and alternative hypothesis is accepted, stating that there is significant difference in the result of the effectiveness of songs in improving narrative text writing to the second grade of SMA PUQ Al-Marwah. This means that Songs as a means of teaching writing narrative text to the second grade of SMA PUQ Al-Marwah have significantly better result than the conventional method. This also means that this media is effective. Then, the students' responses are good because the finding reveal two results. First, the effectiveness of song can improve their writing narrative text. Second, student seems to be encouraged, motivated, fun, helped, and interested in writing narrative text by using songs.

Keywords: *writing, songs, narrative text*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan signifikan lagu sebagai media penulisan teks naratif di SMA PUQ Al-Marwah. Subyek penelitian ini adalah siswa kelas dua SMA PUQ Al-Marwah. Peneliti memilih dua kelas dari tiga kelas sebagai sampel penelitian yang terdiri dari 40 siswa. Satu kelas untuk kelompok eksperimen, dan satu kelas untuk kelompok kontrol. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Rancangan penelitian ini adalah desain kuasi eksperimental. Peneliti menggunakan desain kuasi eksperimental dari penelitian ini yaitu untuk melihat keefektifan lagu dalam meningkatkan penulisan teks naratif. Hasil perhitungan menunjukkan bahwa pada tingkat signifikansi 0,05. nilai t-test (t_0) > t-table (t_t) ($4.320 > 2.0224$) yang berarti hipotesis nol ditolak dan hipotesis alternatif diterima, menyatakan bahwa terdapat perbedaan yang signifikan dalam hasil efektifitas lagu dalam Meningkatkan penulisan teks naratif ke kelas dua SMA PUQ Al-Marwah. Artinya, lagu-lagu sebagai alat pengajaran menulis teks naratif ke kelas dua SMA PUQ Al-Marwah memiliki hasil yang jauh lebih baik daripada metode konvensional. Ini juga berarti

media ini efektif. Kemudian, tanggapan siswa bagus karena temuan tersebut mengungkapkan dua hasil. Pertama, keefektifan lagu dapat memperbaiki teks naratif tulisan mereka. Kedua, siswa nampaknya terdorong, termotivasi, senang, terbantu, dan tertarik untuk menulis teks naratif dengan menggunakan lagu.

Kata kunci: menulis, lagu, teks naratif

INTRODUCTION

Writing is one of skills that should be mastered by students of senior high school. When the students are able to write in English, it means that the students are able to communicate in the writing form.

In this study, the researcher focusses writing skill in narrative text. The students of second grade of senior high school have to reveal the meaning of functional writing text and short essay which is very simple in narrative text for interaction with surrounding. Narrative text is a text which contains about story.

Based on the researcher's experience, some students get confused to write a narrative text because the students cannot imagine the story. For example, when the teacher asks students to write a narrative text, the students get confused what the students should write first. Kane (2000:363) says that "Narrative text is texts that tell an imaginative story with meaningful sequence of events told in words" The researcher would you like to try to give the students become motivate and enjoy in English class. One of media for helping their practice is by using songs. Song can help the students to build up a story.

In related to this issue, teacher can use some creative materials to develop students' writing and type of materials that can be used is song. Murphey (1992:3) says that: Two major advantages in teaching with song are memorable and motivating. The first is memorable, song has melodies that make the words or sentences essay to remember or memorize. The second is motivating, without motivation success will be hard to come, so that the students need some motivation learning process.

LITERATURE REVIEW

In English learning, students of senior high school in Bandung district should be taught one of productive skill. The productive skill is one of last target from learning process. One of productive skill is writing. before a teacher teaches many kind of writing, the teacher should know what the definition of writing is. Murcia and Olshtain (2000) stated that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. In short, writing is like a message when someone could not speak with oral communication, written as a text which the reader comprehends.

It is not easy to be practiced to students of senior high school in Bandung district. There is a process of writing that should be learned. So, the teacher should understand deeply the process of writing before teaching the students. According to

Robert and Nancy (1985:6) every act of communication involves a sender who initiates a message and a receiver who interprets it. So, the teacher is not only teaching as their lesson plan, but also getting target of curriculum.

In senior high school curriculum, one of characteristics 2006 curriculum is using terms such as standard of competence. It refers to a minimum statement covering knowledge skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four skills (listening, speaking, reading, writing). Therefore, the curriculum aims at preparing students with good and acceptable language organization (Depdiknas c,2005:5 cited in Bire,2012:13) the standard competency of English subject for high school is described as follow: (understanding various meaning of interpersonal ideational, contextual) language features such as: descriptive, narrative, recount, anecdote, new items, etc).

Feez and Joyce (1998:24) argue there are five stages for constructing narrative text: orientation, complication, evaluation, resolution and coda.

It can be bored for students of senior high school because the story is familiar. So, they are not interested to listen to the story. If the teacher knows the types of narrative text, the teacher can pick other types of narrative text such as: personal experience. According to Anderson (2002:18) there are many type of narrative text. Narrative text can be imaginary, factual or combination of both. Narrative text many includes fairy stories, mysteries, science, fiction, romance, horror stories, adventure stories, fable, myths, legend, and personal experience.

There are many types of media for learning teaching process. So, the teacher can use many types of media. Especially, for teachers in Bandung District, they have to exploit the facilities in the school as media. Media is needed for teacher if the teacher is getting confused how to make the class becomes alive. If the class becomes alive the learning process is success.

According to Seels and Glasgow (1990:181-183) that media into two large groups, there are traditional media for example projector, real, type, poster, map, puppet, handout, etc. and cutting-edge technology such as teleconference, computer assisted instruction, hyper media, and artificial intelligence tutoring.

Basically, Arsyad (2016: 143) states that media can be divided into three types. Namely:

1. Audio media is media that relies on the auditory sound capabilities, such as radios cassettes recorder e.g. CD, MP3, Radio etc.
2. Visual media is media that relies on the sense of sight because it shows the image movie frames, photos, drawing, or painting.
3. Audio visual media is a medium that has the elements of sound and image elements. This media type has a better ability.

In this research the type of media text are they usually is Audio Media.

Song is a musical composition. Song contains elements of words (known as a lyric) and followed by other musical instrument. Hornby, AS (1995) defines "song is a short poem or a number of verses set into music and intended to be sung." And then, Schoepp (2001:52) says that song is interesting and enjoying activity. There are many ways to motivate student so that they are not bored when they study

English. One of ways is by using song. Song has benefits for English learning. One of the beneficial of song is able to make class alive.

Murphey (1992:3) says that: Two major advantages in teaching with song are memorable and motivating. The first is memorable, song has melodies that make the words or sentences easy to remember or memorize. The second is motivating, without motivation success will be hard to come, so that the students need some motivation learning process.

Song is effective for improving narrative text because it can stimulate the students' imagination. According to Hamer (2007:118) Music is excellent stimuli for both writing and speaking. For example, teacher can play a piece of music and the students have to imagine and then write out the film scene the students think it could accompany (this can be done after the students have looked at a film script model). The teacher can dictate the first sentence of a story and then have the students complete the story. Based on the music that the teacher plays, the teacher can dictate the first sentence again and have them write a different story (because the music the students hear is different). The students can read out one of their stories.

In applying song as a media, a teacher should understand the way of media. So, the teacher can apply clearly. There is a way how the music can improve students' narrative text writing. Harmer (2007:66) states that students can write stories on the basis of music as they listen. If the music conveys a strong atmosphere it will often spark the students' creativity and almost tell them what to write.

First, one way of showing students this in an amusing way is for teacher to dictate the first line of the story (e.g. *He turned and looked at her*). Second, the students are told that they should continue the story when the music starts. They listen to a piece of music which is particularly nostalgic, or sad, or frenetic. Third, when all students have written their story, they show them to colleagues and then they read out the story. The class have to decide which bit of music.

RESEARCH DESIGN

Regarding the aim of this study which investigates the effectiveness of song in improving narrative text writing, Quantitative research is conducted with quasi experimental design. According to Cambell (1963) cited in Cohen (1989:168) Quasi experimental design identifies a comparison group that is similar as possible to the treatment group. Hatch and Farhady (1982:2) says that "this method involves two groups of students, the experimental group and the control group." This research takes two classes as research sample.

In addition, in quasi-experimental group, pre-test, and post-test are given to the experimental group and the control group. Treatment should be implemented to teach the students of experimental group, whereas the students of control group are taught with conventional method.

Research Subject

The subject of the research is the second grade of SMA PUQ AL-MARWAH, consisting of three classes, XI-IPA, XI-IPS, and XI-BAHASA.

Population : The population of this research is the second grade of Senior High School, consisting of three classes, having 40 students each. So, the total is 120 students.

Sample : Two classes out of three classes are taken as the sample, one for experiment group and the other one for control group.

FINDINGS

Pre-test

Pretest was used mainly to make sure that the experimental group and control group were not significant different in their ability before treatment. The pre-test was also used to know scores that were analyzed to measure the students' ability in writing narrative text. The pre-test scores analysis was conducted to both the experimental group and the control group which consists of 20 students for each group. The pre-test was carried out on July 18th, 2017.

Treatment

The two groups were treated by different treatments. The experimental group was treated by songs, and the control group was treated by conventional method. The experimental group was given four treatments. The treatment of experimental group and control group were carried out on 20th, 25th, 27th of July 2017 and 1st of August 2017.

Post-test

The post test was carried out on Thursday 3rd of August 2017. It was given to the experimental group and the control group. The result of post-test was analyzed to find out the score development after the student of experimental group was given treatment. This was a table of students' scores of post-test of the experimental group.

Questionnaires

Besides using pre-test and post-test design, the researcher also used questionnaires to get the data. The researcher would like to investigate the students' response about the effectiveness of songs in improving narrative text writing. so, they were required to choose "yes" or "no".

DISCUSSION

The result of the test proved that songs can increase the improvement of the student' writing ability especially in narrative text. There is significant differences between the mean score of pre-test and that of the post-test. So, this research works successfully. In this case, significantly t-observed is greater than t table ($4.230 > 2.024$) in other words, four point twenty three is greater than two point zero twenty four. it means that the null hypotheses is rejected.

For answering pre-test question, only one student got the highest score and the score is seventy five. There is one student who get the lowest score and the score is thirty three. Whereas, for answering post-test question, there are two

students who get the highest score and the score is eighty two. There is one student who got lowest score and the score is fifty.

CONCLUSION

According to the data that has been collected and analyzed, the result of the research shows that the student gets a higher score than the conventional method. It can be seen from the result of the statistical computation or from the result of the pre-test and post-test. The data shows that post-test score is higher than pre-test. It means that the effectiveness of songs in improving narrative text writing has significant result that the conventional method.

Then, from the result of the questionnaire the researcher can conclude that almost all student like writing narrative text, they are agree that the effectiveness of songs in improving narrative text can interest and motivate the student in learning English. In conclusion, the effectiveness of songs in improving narrative text gets positive response from the students.

In general conclusion, it can be the effectiveness of songs in improving narrative text has significant result and it is effective to be used.

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