

## **THE IMPLEMENTATION OF ENGLISH POP SONG AS A SUPPLEMENTARY MATERIAL TO TEACH WRITING NARRATIVE TEXT TO THE ELEVENTH GRADERS OF SMAN 1 KRIAN**

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### **Abstrak**

Menulis adalah salah satu ketrampilan yang harus dipelajari oleh para siswa dalam mempelajari bahasa Inggris sebagai bahasa asing. Namun, beberapa siswa merasa tertekan ketika guru mereka menyuruh mereka menuliskan sesuatu. Berdasarkan masalah tersebut, seorang guru disarankan untuk menciptakan keadaan yang menyenangkan di kelas dan kreatif untuk mencari materi lain untuk kelas menulis, sehingga hal tersebut dapat membuat para siswa terdorong untuk menulis sendiri. Menurut Brown (2013:1), para siswa akan tertarik dalam mempelajari bahasa melalui lagu. Penelitian ini dibentuk berdasarkan penelitian deskriptif kualitatif. Penelitian ini bertujuan untuk mendeskripsikan penerapan lagu pop berbahasa Inggris sebagai materi tambahan untuk mengajar menulis teks naratif untuk kelas sebelas di SMAN 1 Krian dan untuk mendeskripsikan hasil tulisan teks naratif para siswa SMAN 1 Krian terhadap penerapan lagu pop berbahasa Inggris sebagai materi tambahan. Setelah melakukan pengamatan yang dilakukan di SMAN 1 Krian, peneliti mendeskripsikan dua hasil. Hasil yang pertama memperlihatkan bahwa penerapan lagu pop berbahasa Inggris sebagai materi tambahan untuk mengajar menulis teks naratif untuk kelas sebelas di SMAN 1 Krian sangat dimengerti dan berjalan baik. Kemudian, hasil kedua memperlihatkan bahwa terhadap penerapan tersebut, kemampuan menulis para siswa semakin membaik setiap pertemuannya. Jadi kesimpulannya, lagu berbahasa Inggris dapat digunakan sebagai materi tambahan untuk pengajaran menulis teks naratif. Dikarenakan, hal tersebut dapat mendorong para siswa untuk mendapatkan ide atau gagasan dalam menulis teks naratif.

**Kata Kunci:** Lagu pop berbahasa Inggris, menulis, teks naratif

### **Abstract**

Writing is one of the skills which should be learned by students in learning English as a foreign language. Yet, some students feel distressed when their teacher asked them to write something. Based on that problem, the teacher is suggested to create enjoyable atmosphere in the classroom and be creative to find another material for writing class, thus, it could make the students motivate to do writing by themselves. English pop song is used as a supplementary material to teach writing narrative text for the eleventh graders. According to Brown (2013:1), students will be interested in learning language through song. This research was designed based on descriptive qualitative research. It aims to describe the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMAN 1 Krian and to describe the result of the students' writing narrative text of SMAN 1 Krian toward the implementation of English pop song as a supplementary material. After doing the observation which is held in SMAN 1 Krian, the researcher described two results. The first result showed that the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMAN 1 Krian was understandable and going well. Then, the second result showed that toward that implementation, the students' writing ability was getting better in every meeting. In conclusion, English pop song could be used as a supplementary material to teach narrative writing. Because, it can motivate the students to get the ideas in writing narrative text.

**Keywords:** English pop song, writing, narrative text

### **INTRODUCTION**

Writing is one of the skills which should be learned by students in learning English as a foreign language.

Nunan (2003:65) defines that, "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader". Yet, some

students feel distressed when their teacher asked them to write something. Nunan (2003:67) also states that, "ESL/EFL instructor began to recognize that certain writing problems seemed to be related to students' first language". It is because the students do not play a good role in doing their writing. Sometimes, they are copying other writing rather than expressing their own ideas on writing. Based on that problem, the teacher is suggested to create enjoyable atmosphere in the classroom and creative to find another material for writing class, thus, it could make the students motivate to do writing by themselves.

There are some genres of text which is taught in senior high school, such as; hortatory exposition, narrative, descriptive, procedure, analytical exposition, and etc. Here, narrative will be chosen in order to make the students interest in doing writing. Brown (2006:1) states fairy tales and children's stories can create good introductions into more difficult reading and writing lessons. Moreover, the students will learn to write a narrative text based on their imagination. Here, this research will focus to analyze the students' writing ability in narrative.

To minimize the students' anxiety in doing writing narrative, teacher should be more creative in conducting a good variety material in teaching process. Here, song is chosen as a supplementary material in teaching writing narrative text for the students. There are some reasons of why song seems to be an appropriate material for teaching narrative text. According to Schoepp (2001:2), there are three theoretical reasons of using song in the classroom; affective reason, cognitive reason, and linguistic reason. First, affective reason, Schoepp (2001:2) explains that, "A weak affective filter means that a positive attitude towards learning is present. If the affective filter is strong the learner will not seek language input, and in turn, not be open for language acquisition. The practical application of the Affective Filter Hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning".

Based on the explanation above, it is clear that song could become an appropriate material for students. Then, song could create a positive atmosphere for students in learning English. Second, cognitive reason, according to Schoepp (2001:3), the language development process could automatize enhance through the repetitive exercises on song. By the lyric of the song, students will automatize learn the language features used. Third, linguistic reason, Schoepp (2001:1) agree that, "Some songs are excellent examples of colloquial English, that is, the language of informal conversation". That

sentences explain that students will learn some new vocabulary that could be used in the informal conversation. However, in this research, the researcher only focuses in writing ability, so that, by those new vocabulary on song, students could use it to develop their writing.

Furthermore, there are many types of music which are exist in this world such as pop, jazz, rock, punk and etc. According to Brown, pop music could enhance the students interest and motivation when learning language. Pop song has the soft melody and rhythm, so that many students will easy to listen the song. This genre of music is suitable as a supplementary material to teach writing narrative.

Finally, based on the explanation above, this study emphasizes on the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMAN 1 Krian. Hopefully by applying this material, it can help the students to write good narrative text.

Based on the background of the study above, the researcher writes two research questions. Those are: (1) How is the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMAN 1 Krian? and (2) How is the students' writing narrative text of SMAN 1 Krian toward the implementation of English pop song as supplementary material to teach writing narrative text to the eleventh graders?.

## RESEARCH METHODOLOGY

The research methodology is used to describe how the researcher found the result of this study. The research methodology discusses the research design, subject of the study, setting of the study, data of the study, research instrument, data collection technique, and data analysis.

This research was designed based on descriptive qualitative research. It described the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMAN 1 Krian. The data were analyzed and described by the researcher in the form of words, phrases, or sentences. The purpose of this study was to describe how the implementation of English pop song as a supplementary material to teach writing narrative text and to know the students' writing ability toward the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders.

The subject of the study was XI IPA 2 at SMAN 1 Krian. It was located in Jl. Gub. Soenandar Priyosudarmo Krian. This research was conducted in the classroom where the teacher has implemented English pop song as a supplementary material to teach writing narrative text.

Furthermore, the classroom was provided by facilities which support the learning activities, such as LCD, Computer, and sound.

The researcher used observation checklist and students' writing task in order to collect the data. These data were expected to answer the question in the statement of the problems. The result of observation checklist was used to know the process of the activities used by the teacher. It was used when the teacher was conducting the activities. The data was taken according to the fact during the teaching process when the English pop song as a supplementary material was implemented. Then, the researcher took the students' writing task to know the writing ability of the students' when they had taught by using English pop songs as a supplementary material.

The research instrument was an equipment to collect the data. In this study, the researcher used observation sheet and students' writing task as instruments. Arikunto (2006:15) describes that there are some instrument that can be used in a research, those are problems sheet, questionnaire, interview guideline, and checklist. In this study, the researcher used observation sheet to collect the data. The observation sheet was also used to know whether the teacher had applied the indicators that have been prescribed in 2006 Basic Competence. It was conducted in the form of "yes" and "no" questions.

The researcher took a part as an observer. The data of observation checklist was collected when the teacher did her activity in the class. It was taken when the teacher implemented the English pop song as a supplementary material to teach writing narrative text. Then, the data of students' writing task were collected after the students finished their writing narrative. The researcher gathered the data from the result of students' writing task and students' individual score after the implementation of English pop song as a supplementary material.

The result of this observation was analyzed descriptively. Firstly, the researcher analyzed the data of observation checklist based on the teacher's activity when she implemented the English pop song as a supplementary materia for writing narrative. Secondly, the researcher took the data of students' writing task based on the ESL composition profile and and analyzed it descriptively.

## **RESULT AND DISCUSSION**

In this part, the researcher describes the result and discussion of the observation which has been held. The result and discussion of the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMAN 1 Krian will be presented descriptively.

### **The Result of The First Observation**

The first meeting was done on Friday, April 5<sup>th</sup> 2013. It was started at 10.00 a.m and ended at 11.30 a.m. In the beginning of the lesson, the teacher greeted the students. She was waiting for some students who were still outside of the class. It happened because the lesson started after the break. Then, the teacher forgot to check the condition of the students and the condition of the class. After all the students were ready in class, the teacher checked the student's attendance list. While the teacher checked the attendance, the students were noisy and did not listen to the teacher. On that day, there were two students who were absent and did not join the class. After the teacher finished checking the attendance list, the teacher looked around that there was some rubbish in class. So, she asked the students to throw the rubbish into the dustbin.

Afterwards, when the students were ready to get the lesson, the teacher forgot to explain the objective of the lesson to the students. The students asked the teacher what they will learn on that day.

The teacher told the student that they are going to learn writing narrative text by using song. Then, the students were happy and enthusiastic to learn that. After that, the teacher gave brainstorming to the students.

After the teacher gave brainstorming to the students, she explained the meaning of narrative text and the generic structure used in narrative text. While the teacher was explaining about narrative text and the generic structure used, the students were listening to the explanation quietly.

The teacher asked the students to open their English book. The teacher gave the students an example of narrative text on the book and explained the generic structure of the story. The students were not too confused about the explanation of narrative text because they have already learned narrative text in the first class. The teacher forgot to explain the language features in narrative text. It is also because the students did not ask anything about narrative text.

Afterwards, when the students have already understood about narrative text, the teacher gave each student a lyric of song by Taylor Swift entitled Mine. Then, the teacher played the song and the students listened to the song. The students were happy listening to the song. They enjoyed the song and sang it together. When the song ended, the students asked the teacher to play the song again. And then the teacher played the song again.

The next step, after the students finished listening to the song, the teacher asked the students to read the lyrics of the song. She asked them to find some vocabularies which they did not know the meaning yet. Then some

students asked the meaning of couch, drawer, mistakes, etc. After that, the teacher and the students interpreted the story on the song together.

After the teacher listened to the students' explanation about the song, the teacher let the students connect the story which they had mentioned to the generic structures of narrative text.

When the students were doing their outline. Some of them asked the teacher about the meaning of Indonesian to English. Then the teacher also checked the students' outline. After ten minutes left, the teacher asked the students to develop their writing into a good narrative text. While the the students developed their paragraph, the teacher walked around to check the students' task and gave a comment to some students. The teacher gives 60 minute to the students to finish their work.

After 60 minutes left, the teacher asked the students to submit their work, but there were two students who cannot finish it. The teacher would read the students' writing and she would give feedback to their writing at home because the time was end. While waiting for the students who did not finish the work, the teacher asked the difficulties that they faced. Then some of them told about their difficulty in vocabularies used. Afterwards, the teacher gave some suggestion to them to learn vocabularies of English as many as they can, because it can help them to write stories in English. Finally the teacher explained again that they have already learned about writing narrative text and the teacher explained the generic structure of narrative text. There were orientation, complication, and resolution. Then, when the bell rang she remained the students that in the next meeting they will learn a song again. Finally, they prayed to go home.

### **The Result of The Second Observation**

The second meeting was done on Tuesday, April 9<sup>th</sup> 2013. It was started at 10.00 a.m and ended at 11.30 a.m. In the beginning of the lesson, the teacher greeted the students. On that day, the teacher did not forget to ask the students condition and the class condition. She asked the students condition after having a break and the condition of the class. The condition of the class included the equipment needed during the lesson and others. After all the things are complete, the teacher checked the student's attendance list. On that day, there were three students who absent and two students who took a permission from school to join a contest.

Afterwards, when the students were ready to get the lesson, the teacher explained the objective of the lesson to the students. The objective of the lesson is the students were able to write narrative text by using English pop song as a supplementary material.

The teacher told the student that they are going to learn writing narrative text by using different song from the first meeting. Then, the students were happy and enthusiastic again to learn. After that, the teacher reviewed the lesson which the students' got in the previous day. The teacher gave back the students' writing which are filled by the teacher's feedback. Then the teacher showed and discussed two students' writing whose are good.

After the teacher reviewed the lesson which the students' got in the previous day, she explained the meaning of narrative text again and the generic structure used in narrative text. While the teacher was explaining about narrative text and the generic structure used, the students were listening to the explanation quietly.

The teacher asked the students to open their English book. The teacher gave the students an example of narrative text on the book and explained the generic structure of the story. The students were not too confused about the explanation of narrative text because they have already learned narrative text in the las meeting. Then, the teacher explained the language features used in narrative text. She also explained what her student's asked before about the use of simple past tense in narrative text. Then the teacher explained it clearly to the students.

Afterwards, when the students have already understood about narrative text, the teacher gave each student a lyric of song by Justin Bieber entitled Fall. Then, the teacher played the song and the students listened to the song. She told the students that they were going to listen to the song only once. The students agreed so that they can have more time to write the narrative text. When the song ended, the teacher asked the students to read and understand the meaning of the song first. If they had some difficulties about the vocabularies, they might ask the teacher. Then some students asked the meaning of treat, aware, wrapped etc. After that, the teacher and the students interpreted the story on the song together.

After the teacher listened to the students' explanation about the song, the teacher let the students connect the story which they had mentioned to the generic structures of narrative text.

When the students were doing their outline. Some of them asked the teacher about the meaning of Indonesian to English. Then the teacher also checked the students' outline. After ten minutes left, the teacher asked the students to develop their writing into a good narrative text. While the the students developed their paragraph, the teacher walked around to check the students' task and gave a comment to some students. The teacher gives 60 minute to the students to finish their work.

After 60 minutes left, the teacher asked the students to submit their work. The teacher would read the students' writing and she would give feedback to their writing at home because the time was end. All students could finish their task ten minutes before the bell rang. Then the teacher asked the difficulties that they faced. Then some of them told about their difficulty in vocabularies used. Afterwards, the teacher gave some suggestion to them to learn vocabularies of English as many as they can because it can help them to write stories in English. Finally the teacher explained again that they have already learned about writing narrative text and the teacher explained the generic structure of narrative text. There were orientation, complication, and resolution. Then, when the bell rang she remained the students that in the next meeting they will learn a song again. Finally, they prayed to go home.

### **The Result of The Third Meeting**

The third meeting was done on Friday, April 12<sup>th</sup> 2013. It was started at 10.00 a.m and ended at 11.30 a.m. In the beginning of the lesson, the teacher greeted the students. On that day, the teacher did not forget to ask the students condition and the class condition. She asked the students condition after having a break and the condition of the class. The condition of the class included the equipment needed during the lesson and others. After all the things are complete, the teacher checked the student's attendance list. On that day, there were seven students who was absent because of some reasons.

Afterwards, when the students were ready to get the lesson, the teacher explained the objective of the lesson to the students. The objective of the lesson is the students were able to write narrative text by using English pop song as a supplementary material. The students guessed that they were going to learn about narrative text again and write narrative text through song again. However, the teacher told the student that they are going to learn writing narrative text by using different song from the first and second meeting. Then, the students were happy and enthusiastic again to learn that. The teacher asked the students about the problem which they got in the previous meeting.

After that, the teacher reviewed again about the lesson which the students' got in the previous day. The teacher gave back the students' writing which are filled by the teacher's feedback. Then the teacher showed and discussed two students' writing whose are very good.

She explained the meaning of narrative text again and the generic structure used in narrative text. While the teacher was explaining about narrative text and the

generic structure used again, the students were listening to the explanation quietly.

The teacher asked the students to open their English book. The teacher gave the students an example of narrative text on the book and explained the generic structure of the story. The students were not too confused about the explanation of narrative text because they have already learned narrative text in the previous meeting twice. Then, the teacher explained the language features used in narrative text. She also explained what her student's asked before about the use of simple past tense in narrative text. Then the teacher explained it clearly to the students.

Afterwards, when the students have already understood about narrative text, the teacher gave each student a lyric of song by Taylor Swift entitled Forever and Always. Then, the teacher played the song and the students listened to the song. She told the students that they were going to listen to the song only once. The students agreed so that they can have more time to write the narrative text. When the song ended, the teacher asked the students to read and understand the meaning of the song first. If they had some difficulties about the vocabularies, they might ask the teacher. After that, the teacher and the students interpreted the story on the song together.

After the teacher listened to the students' explanation about the song, the teacher let the students connect the story which they had mentioned to the generic structures of narrative text.

When the students were doing their outline. Some of them asked the teacher about the meaning of Indonesian to English. Then the teacher also checked the students' outline. After ten minutes left, the teacher asked the students to develop their writing into a good narrative text. While the the students developed their paragraph, the teacher walked around to check the students' task and gave a comment to some students. The teacher give 60 minute to the students to finish their work.

After 60 minutes left, the teacher asked the students to submit their work. The teacher would read the students' writing and she would give feedback to their writing at home because the time was end. All students could finish their task ten minutes before the bell rang. Then the teacher asked the difficulties that they faced. Then some of them told about their difficulty in vocabularies used. Afterwards, the teacher gave some suggestion to them to learn vocabularies of English as many as they can, because it can help them to write stories in English. Finally the teacher explained again that they have already learned about writing narrative text and the teacher explained the generic structure of narrative text. There

were orientation, complication, and resolution. Finally they prayed to go home.

## Discussion

In this part, the researcher discussed the result of the observation to know the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMAN 1 Krian. It also discussed the result of students' writing to know how the result of the students' writing of SMAN 1 Krian toward the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders.

The result of the observation was taken from the observation checklist and field note. It was obvious that the implementation of English pop song as a supplementary material to teach writing narrative text was based on the theory by Harmer (2004:65). Furthermore, there were three activities which had been conducted in implementing this research; pre-activity, whilst activity (pre-writing, whilst writing, post writing), and post activity.

In pre-activity, the teacher told the students about the objective of the study that they learnt. The teacher told that they were going to use song as a supplementary material in writing narrative. In that moment, the students were enthusiastic and felt happy to hear that. According to Harmer (2007:72) explains that music and song could give different atmosphere in the classroom, it can amuse and entertain the learners. Moreover, after the teacher explained the objective of the lesson that day, she also gave brainstorming which direct the students in understanding the material about narrative text. The theme in that day was about love story so that the teacher had prepared material of the song which related to that theme. It made the students' happy and builds the motivation in participating the learning process of the lesson. It was suitable with the theory from Brown (2013:1) which states that students will be interested in learning language through song. Song could motivate the students in getting ideas of stories to write.

In whilst activity, there were three writing activities which had done by the teacher. They were pre-writing, whilst writing, and post writing. In pre-writing, the teacher explained about narrative text to the student. She gave the example of narrative text to the students so that they knew narrative text. The teacher also explained the generic structure and the language features of narrative text. Because of the teacher explanation, the students were able to recognize and understand all the things about narrative text. In whilst writing, the teacher asked the students to listen to the song first and discuss the

story of the song. Then, the teacher asked the students' to write a narrative text based on the story on the song. It had been explained in chapter II, according to Orlova (2003:1) song could develop students writing skills. The last was post writing. In post writing, the teacher asked the students to edit and revise their own writing. It was useful for them to find their mistake and change their writing to be better. After the students had their final writing, the teacher re-checked their writing again and gave a feedback at home. It was because there was no time to re-checked the students' writing at class. The students' writing were giving back in the next meeting.

In post activity, the students submitted their writing to the teacher. Then, they were discussing the problem which they got during the writing activity. The teacher got some problems after reading the students' writing. Some of them were still doing some mistakes in their writing. To overcome those problems, the teacher explained again about narrative text and how to develop the story on song into a good writing narrative.

The teacher used the result of the students' writing task as the assessment. It had a purpose to know how the result of the students' writing of SMAN 1 Krian toward the implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders. In assessing the students' writing task, the teacher used the ESL Composition Profile. The result of the writing tasks showed that in each meeting, the score of the students' were getting better. On the first meeting, the students' score mean was 75,26. On the second meeting, the students' score meeting was 78,95. On the third meeting, the students' score meeting was 86. Finally, it can be concluded that, implementing English pop song as a supplementary material was proven can make the students' writing narrative better.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the data analysis which is obtained through the observation and the student's writing, the researcher concludes that: (1) The implementation of English pop song as a supplementary material to teach writing narrative text to the eleventh graders of SMA Negeri 1 Krian was understandable and going well. English pop song as a supplementary material could be used in the teaching and learning process. Then, the students are motivated in joining the activity and easy to get the idea in writing a good composition of narrative. (2) The students' writing ability was getting better in every meeting. It was because the implementation of English pop song as a supplementary material. In the first and second meeting, there was only a few of students who was getting better.

### **Suggestion**

Based on the conclusion above, the researcher gives the following suggestions: (1) The teacher should rearrange again the the lesson plan of the activity because the time is limited to conduct the writing activity. (2) The teacher should gets the students to search the meaning of difficult words by themselves in the dictionary. (3) When, the teacher was looking around, the students compete to get the teacher's attention. So the teacher should makes them to be patient and do not make a noise.

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