USING MUSIC VIDEOS TO IMPROVE THE ABILITY IN WRITING NARRATIVE TEXTS OF THE ELEVENTH GRADERS IN SMA NEGERI 4 MALANG

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ABSTRACT: In accordance with the problems faced by the eleventh graders in SMA Negeri 4 Malang, this study is intended to improve the students’ ability in writing narrative texts by using music videos as the instructional media. It was a collaborative Classroom Action Research which consists of four steps; planning, implementing, observing, and reflecting the action. In this study, scoring rubric, observation checklists, field notes, and questionnaires were utilized as the research instruments. Based on the data analysis, the result showed that the use of music videos improved the students’ ability in writing narrative texts.

Keywords: music videos, writing ability, narrative text, senior high school

English is widely used as a global language. Realizing the importance of English, the Indonesian government gives a priority to English as a foreign language to be taught in Indonesia. Based on Standard Competence stated in Peraturan Pemerintah No. 22 Tahun 2006, the goal of English teaching and learning in Indonesia is to develop students’ discourse competence. It concerns on producing both oral and written texts conveying in four integrated skills, consisting of listening, speaking, reading, and writing. Among the four macro skills needed to be acquired by the students, writing is considered to be the most difficult aspect to master. Richards and Renandya (2002, cited in Widodo, 2006:173) states that the difficulty of writing lies not only in generating and organizing of ideas but also in translating these ideas into readable texts. As a matter of fact, written language production can be more difficult for Indonesian students as EFL learners since they have to “put a lot of time and efforts into acquiring the language and learning to write” (Pongsiriwet, 2001).

During the preliminary study, the researcher identified that most students in XI Science 2 Program faced problems in writing narrative texts. Based on the students’ scores on narrative text writing, there were 18 out of 28 students achieving under 76, which was the Minimum Learning Mastery score or Kriteria Ketuntasan Minimum. This means that the percentage of students passing KKM was only 36% (10 out of 28 students). Meanwhile, SMA Negeri 4 Malang requires that there should be 85% of students in a class passing KKM since this school is included into a pre International Standard School or RSBI.

The result of the questionnaires distributed during the preliminary study showed that the difficulties of students in writing narrative texts lied upon some aspects. First, most students stated that sometimes, they could not start to write since they found it was difficult for them to generalize ideas. Second, organizing the content of the text is another aspect that made the students consider writing is something hard to deal with. Third, most students revealed that there were difficulties in terms of grammar, vocabulary, and mechanics so that it was difficult for them to express their ideas in a good sentence. The information above indicates that a particular treatment is needed in order to improve the students’ ability in writing narrative texts.
In addition to the questionnaires, the information obtained from an informal interview with the students showed that the XI Science 2 students had different styles of learning, including verbal and visual styles. A learning style, according to Felder and Silverman (cited in Franzoni & Assar, 2009), is defined as the characteristics, strengths and preferences in the way people receive and process information. Meanwhile, based on the Entry Channel dimension of learning style (cited in Franzoni & Assar, 2009), students are included into the verbal type of learning style when they remember what they have heard, read, or said and the visual type of learning style if it is easy for them to remember what they see. Therefore, it was necessary for the researcher to select instructional media to provide the students the chance to learn through verbal and visual methods by optimizing the facilities available in the school.

Video is considered to be one of media that can be utilized in English teaching and learning process. It has been proven to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners (Rammal, 2006). It is often used by the classroom teacher who is typically not a speaker of the foreign language (Rhodes and Puhfahl, 2003). Providing students with sound, image, and text, video becomes one of media providing “lively situation” (Maggi, 1988, cited in Cahyono, 1997:129) which can evoke students’ motivation to learn. In addition, the use of video materials is considered to be relevant with communicative approach in terms of “the use of authentic materials, the importance of topical and relevant input, the presentation of language in context, and the significance of non-verbal aspect of communication” (Kelly, 1985, cited in Prijana, 2010).

Some previous studies pertinent to the use of videos to enhance language learning have been conducted. One of them was an experimental study applied in SMA 2 Mranggen by Rachmah (2011), resulting an improvement of students’ narrative writing skill after the treatment using video clip. In her study, she utilized “Alice” performed by Avril Lavigne and “Once Upon a Dream” by Emily Osment. Another improvement of language competence was implied in a study conducted by Hariadi (2008). He utilized video clip to enhance students’ narrative writing ability in Indonesian language teaching. In the study conducted by Wahyudiyati (2011), the use of Mr. Bean videos successfully contributed to the eight graders’ improvement in writing recount texts. In addition, a study conducted in SMA Negeri 7 Malang described that most students had good attitude towards the implementation of video (Agustin, 2011). Another study was conducted by Lin (2011), investigating the English learners incidental vocabulary acquisition in the video-based CALL program. Those studies indicated that the use of videos could give an invaluable contribution towards language learning. However, based on the studies initially conducted, the implementation of music videos to improve students’ ability in writing is still limited.

Music video is one of the videos which is popular and may interest students. It is a short film that usually provides images to interpret the meaning of a popular song. In this study, the researcher selected music videos to be applied in the teaching and learning writing narrative texts since they contain some elements which can help the students to generate ideas. Some of those elements are the lyrics and the motion images which equip a model of story. According to Stockbridge (1987), music videos might include live performance, narrative, and other visual imagery including computer graphics and animation. Meanwhile, Murphey (1992:37) states that music has potential to change the atmosphere in the classroom, one of which is sparking off images when students complain of having nothing to write about since it is “the stuff dreams grow
on”. The sequence of images and the story line shown in the song performed in music videos can also be used to assist the students to write a story in a good organization. There were also some vocabulary items in the lyrics which could enrich students’ vocabulary and help them to comprehend how to use those words in writing. In addition, the students might also be assisted by the grammar and spelling of some words in the lyrics in order to write in a good English. In the extent of learning style, the lyrics and the sound could offer the students to receive information through a verbal component. Meanwhile, the motion images might help the students to brainstorm ideas by means of visual features. Moreover, based on the researcher’s observation that the students were interested in music and visual features, music videos might be successfully applied in their classroom.

There were some differences between this study and those which were initially conducted. In the present study, the instructional media which were used were music videos performed by Taylor Swift in order to assist the students in writing narrative texts. According to Murphey (1992:110), music videos can be used successfully with any age group or level of students when the activities are adjusted to them. In applying music videos, the researcher provided some questions to help students to comprehend the content of the music videos and asked students to make an outline based on the generic structures of narrative texts. The concern of writing in this study was based on process-genre approach, in which writing was viewed from its product, process, and purpose.

METHOD

This study employed collaborative Classroom Action Research (CAR). Burns (cited in Burns, 1999:30) states that action research is a study pertaining to problem solving action involving the collaboration and cooperation of researchers, practitioners, and laymen. The purpose of this action is to “bring about changes and, even better, improvements in practice.” (Burns, 2010:2). The present study was conducted in one cycle which consisted of four stages. They are planning the action, implementing the action, observing the action, and reflecting the action.

The subjects of this study were the eleventh graders of science 2 program in SMA Negeri 4 Malang in the second semester of academic year of 2011/2012. There were 28 students included as the subjects of this study, consisting of 11 male students and 17 female students.

The data of this research were obtained from the students’ final products in the form of students’ writing score and from the observation on students’ participation during the teaching and learning process in the form of statement of percentage of students’ participations given by the observer, statement written by collaborator on the teaching and learning activities by using music videos, and in the form of statements written by students in the questionnaires. The data of students’ scores were collected in order to investigate the students’ ability of writing narrative texts. Meanwhile, in order to know the students’ participation during the process of teaching and learning by using music videos, the data in the form of statement of percentage of students’ participation and statements of the teaching and learning process were assembled. Finally, the data in the form of the statements written by the students related to the use of music videos in teaching and learning writing narrative texts were utilized to investigate their opinions which might influence their attitude in the process of teaching and learning.
Table 1. Data and Data Sources

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The data were collected in the stage of observation of Classroom Action Research started from February 25th, 2012 up to March 3rd, 2012. There were three main activities conducted in this study in order to collect the data. First, the researcher collected the final products of students’ writing in the last meeting. Second, in order to collect the data pertaining to students’ participation during the teaching and learning process, the collaborator noted the information on the observation checklists and field notes. This action was conducted during the teaching and learning activities in every meeting, from the first up to the fourth meeting. Third, questionnaires were distributed to investigate students’ opinions about teaching and learning by using music videos.

The researcher analyzed two types of data, which were quantitative and qualitative data. The quantitative data were in the form students’ scores of final products. Meanwhile, the students’ participation was included into qualitative data. In scoring the students’ final products, scoring rubric adapted from Brown and Bailey (1984, cited in Brown, 2004:245) and ESL Composition Profile (Jacob et.al, 1981; Hartfiel, 1985, cited in Ito, 2011:29) were used. There were five aspects used as the criteria in the scoring rubric, including content, organization, vocabulary, grammar, and mechanics. The qualitative data in this study were analyzed by calculating the observation result noted in observation checklists and field notes and calculating the statement of students in the questionnaires. In each the observation checklist, the percentage of students’ who participated in the teaching and learning activities were calculated. The percentage of students who actively participated in all meetings were obtained by calculating the average of the result from overall observation checklists. The students’ opinions towards the teaching and learning by using music videos was analyzed by calculating the number of students’ answers and describing the reasons stated in the questionnaires.

FINDINGS
Students’ Ability in Writing Narrative Texts

There were two raters scoring students’ final products collected in this study. The first rater was the researcher while the second one was an alumna of English Department as one of the collaborators. Since the scores were reliable, the final scores of students’ writings were obtained by calculating the average scores of each aspect gained from the first and the second raters. From this calculation, the result showed that the mean of students’ final scores was 87.89. This calculation also revealed that there were 93% of students who achieved scores above 75, meaning that 26 students out of 28 students passed the Minimum Learning Mastery or Kriteria Ketuntasan Minimum (KKM).

There were four categories used in this study in order to identify the level of students’ ability in writing narrative text in each aspect. They were excellent, good, fair, and poor in the range of scale from 1 up to 5. If the score of an aspect was more than 4
up to less than or equal 5 \((4 \leq n \leq 5)\), the competence of writing in terms of this aspect was described as *excellent*. The score of an aspect of composition was considered to be *good* if it achieved more than 3 up to less than or equal 4 \((3 \leq n < 4)\). If the score was more than 2 up to less than or equal 3 \((2 \leq n < 3)\), it was interpreted as *fair*. Furthermore, if the score of the aspect of student’s narrative writing was more or equal than 1 up to less than or equal 2 \((1 \leq n < 2)\), the competence of the students in this aspect was considered to be *poor*. The result of data analysis is illustrated in Figure 1 below.

![Figure 1. Students’ Writing Achievement in Each Aspect](image)

The calculation showed that most of the students’ were excellent in the aspect of content, organization, vocabulary, grammar, and mechanics. The mean of students’ scores in terms of content was 4.45. There were 89% of students (25 students out of 28 students) attained excellent category. The percentage of students achieving good category was 11% (3 out of 28 students). Since the mean of students’ scores in terms of organization was 4.71, the students were considered excellent in organizing ideas and covering the generic structures of narrative texts. The number of students’ whose scores were included into excellent category was 27 out of 28 students or 96% of students. In addition, there was a student (4% of students) attaining the category of good. In the aspect of vocabulary, the mean of students’ scores was 4.39, meaning that they could choose and use the vocabulary items well in their writing products. From the Figure 1, there were 89% of students or 25 out of 28 students attaining the category of excellent. Meanwhile, the other 11% of students (3 out of 28 students) were involved in a good category. Furthermore, the mean of students’ scores in terms of grammar and mechanics respectively was 4.13 and 4.00. In the aspect of grammar, the percentage of students’ scores attaining excellent level was 71% (20 students out of 28 students), while 29% of students or 8 students out of 28 students achieved a good category. In terms of mechanics, there were 68% of students or 19 out of 28 students attaining an excellent category, while the rest (32% of students) were good.

**Students’ Participation**

The students’ participation was observed during the teaching and learning process conducted in each meeting. In this activity, observation checklists, field notes, and questionnaires were utilized as the instruments to investigate it. From the data collected, it was revealed that during the implementation of action in this cycle, there were about 92% of students (26 students out of 28 students) participating in the teaching and learning activities. It was obtained from the average percentage given by the
observer from the first meeting up to the last meeting. In the first meeting, the percentage of students who were active in taking part in the teaching and learning activities were about 86% (24 out of 28 students). Furthermore, there were about 90% (25 out of 28 students) who were active in taking part during the second meeting. For the third and fourth meetings, the percentage of students who participated in the teaching and learning process were respectively 94% (26 students) and 99% (all students). In the stage of BkoF and MoT, 87% of students were enthusiastic in giving their opinions in the discussion related to the music video displayed by the researcher. Meanwhile, there were about 95% of the students who answered the task cooperatively with their partner during the Joint Construction of Text stage. About 43% of students strongly agree that music videos could help them to generate ideas since it provides illustrations that help them to create their imagination. In the stage of Independent Construction of Text, there were 98% of students (27 out of 28 students) who were active in the discussion of the correct form of the sentences displayed on LCD. All of them (100% of students or 28 students) also made outlines and drafts as well as revised their drafts. According to the questionnaires, 17 students (61% out of 28 students) stated that they strongly agreed that the steps conducted in the teaching and learning process by using music videos could help them to improve their ability in writing. It was supported by the rest students who agreed with this statement.

The result of the observation checklists, field notes, and questionnaires also showed that the students gave positive responses towards the use of music videos in teaching and learning writing. From the first meeting up to the last meeting, there were about 87% (24 out of 28 students) up to 98% of students (27 out of 28 students) who paid attention towards the music video displayed. This information was in line with those written on the field notes, which stated that the students were attracted by the music videos displayed. The researcher found that everytime the music video displayed, most students seemed captivated and kept requesting the teacher to play it again. According to the result collected from the questionnaires, 75% of students (21 out of 28 students) strongly agreed that the use of music videos could evoke a joyful atmosphere in the teaching and learning writing, while the rest also supported this statement. There were 17 out of 28 students said that by using music video, they felt that they could both learn writing and refresh their mind. Meanwhile, 28 students liked the music videos displayed since they felt that besides performing good songs, those music videos were considered as new released and provided themes which matched with teenagers’ life. There were 23 students who stated that music video could make the teaching and learning writing more effective. They could gain some inspirations, not only imagine a story but also watch the images, tell a story in a good organization, and improve their vocabularies.

In brief, the students did the procedures conducted in the teaching and learning process so the implementation of action to improve their ability in writing narrative texts could be conducted without any major obstacle. In addition, from the questionnaires distributed, it was shown that the students had positive responses towards the teaching and learning process by using music videos.

**DISCUSSION**

From this study, the researcher discovered that the use of music videos improved the ability of XI Science 2 students in writing narrative texts. The research findings revealed that 93% of students (26 out of 28 students) achieved scores more than 75. It
was also revealed that most students achieved more than or equal 4 in each aspect, meaning that most students were excellent in writing narrative texts in terms of content, organization, vocabulary, grammar, and mechanics. It was also revealed that there were 92% of students or 26 students out of 28 students who were actively involved in the teaching and learning activities. These achievements could not be separated from the use of music videos as the instructional media and the techniques employed to teach writing.

Music videos were effective media which could be utilized to assist teachers in teaching writing, especially in the stage of prewriting. According to Roblyer (2006:299), “getting started is often one of the most difficult aspects of writing, and young writers find it particularly onerous”. Therefore, he stated, during prewriting stage when the fictional story was going to be written, students need to brainstorm ideas for the story line, setting, and major characters. Since “what all displayed in music video might include live performance, narrative, and other visual imagery”(Stockbridge, 1987), the students could see the setting and the sequence of events in the story, as well as observed the emotion, “social relationship, and behavior of the characters” (Maggi, 1988, cited in Cahyono, 1997:129). In addition, the actions in the music videos were presented in a certain chronology. This can help the students to imagine the sequence of events of a story. Moreover, by using music videos, the students did not just hear language, they see the use of the language too (Harmer, 2001:282). With the help of the lyrics and the images, the students could enrich their vocabulary and improve their grammar as well as spelling competence. Furthermore, since the language of the lyrics was used in daily life without large number of idiom and presented shortly in a certain tone, the students might be ease to understand the song and improve their language acquisition. Thus, music videos could stimulate the students to open up avenues of expression, organize the story line as well as improve their linguistic features.

In accordance with the data collected, music videos which were displayed in each meeting became the instructional media which could attract the students’ attention. The theme of the music videos which were also popular for teenagers. Harmer (2001:205) states that if the students are not interested in a theme or topic, they may reluctant to engage with the activity. According to Heinich et al. (1982:36), one way to select appropriate teaching activity is matching learners with the materials, which are identifying descriptors such as age, grade level, position, intellectual aptitude, and social and economic status. Meanwhile, most teenagers tend to interpret their favorite songs as being about love, friendship, growing up, life’s struggles, having fun, cars, religion, and other topics that are related to teenage life (Hogan et. al., 1996). Therefore, the theme of love story performed in the music videos displayed in each meetings could be suitable to engage the eleventh graders’ attention since they were in 16 up to 17 years of age. In addition, the students’ attention can also be influenced by the interesting sound of the music performed and the good images illustrated in the music videos. When the students were attracted and felt that the atmosphere of the teaching and learning process were ‘lived’ and interesting, they could participate in the teaching and learning activities enthusiastically. According to Öller (1979:105), “no one seems to doubt that attitudinal factors are related to human performances.” He also states that attitude can be the variables which are important to a wide range of cognitive phenomena. Hence, the interesting performance of the music video could provide the students a good atmosphere to improve their ability in writing narrative texts.
The students’ ability in writing narrative texts might also be enhanced by an appropriate teaching technique implemented in the class. In this study, the researcher implemented process genre approach which was the synthesize of product, process, and genre approaches (Badger and White, 2000 cited in Nurjanah, 2011:84). According to Kim and Kim (2007, cited in Nihayah, 2009), process approach offers chances to the writer to explore his/her creativity in composing a text by following the steps of writing, started from prewriting until editing. During the stage of Building Knowledge of Field, Modeling of Text, and Joint Construction of Text, the students were assigned to do the tasks in groups. Harmer (2007, cited in Agustina, 2011) states that students can work well when there is genuinely cooperative atmosphere since the idea of the group helping all of its members is a powerful concept. They could share their ideas in changing the end of the story. He (2001:205) also states the students might be reluctant to engage fully with the activity if they are unfamiliar with the genre text. By implementing process-genre approach, the students could learn and ensure their concept of narrative text from the model of texts presented. During the Joint Construction of Text (JCoT), the students’ ability in writing narrative texts was trained by composing narrative texts in pairs based on the music videos. Finally, the students were honing their skills in writing narrative texts by composing another story individually based on the music video displayed during the Independent Construction of Text (ICoT) stage.

Another technique in teaching and learning English in this study that may contribute to the improvement of students’ writing ability is assigning the students to answer some questions related to the music videos. Edwards (1986. cited in Reny, 2008) mentions that this technique can help the writer to gather information and look for underlying relationships that may uncover potentially useful information. He also states that it may help to ground the writer in the concrete world of experience. By answering the questions, the students might imagine the real world of the story in the music video and be trained to write their thought in English.

Pre-teaching vocabulary is the other technique which might contribute to the improvement of students’ language acquisition. According to Paran (1996, cited in Harmer, 2001:203), to be successful in understanding the text as a whole, the students should have a high proportion of the vocabulary without consciously thinking about it. Therefore, the students were asked to read the lyrics before watching the music videos and discussed the words they did not understand. This helped the students to “remove at least some barriers to understanding which they are likely to encounter” (Harmer, 2001:203).

In brief, the use music video successfully improved the students’ ability in writing narrative texts. This achievement was attained by employing appropriate technique in utilizing music videos as the instructional media to help students in improving their writing ability.

**CONCLUSION AND SUGGESTIONS**

**Conclusion**

In accordance with the overall findings and discussion in this study, the implementation of music videos improved the students’ ability in writing narrative texts. The students’ improvement was discovered through the students’ scores after the implementation of action, in which 93% of students attained scores above 75. Furthermore, most of their writings were excellent in terms of content, organization, vocabulary, grammar, and mechanics. It showed that the implementation of music
videos could be an alternative to help students in improving their ability in writing narrative texts. This improvement might also be supported by the intrinsic motivation of students to learn which was stimulated by the using of music videos as the instructional media.

Music videos could be effective to enhance students’ writing ability if the teacher applied a teaching technique which was appropriate to the students. Based on this study, process-genre approach was suggested to be applied in the teaching and learning activities. In these activities, writing was emphasized in the product of writing which concerned on knowledge about language. The process-genre approach applied in the present studies also views writing in terms of the skill in using language which was expressed through the process of writing. In addition, writing was also viewed from the context and purpose of writing based on the genre of the text.

Suggestions

After conducting an analysis and reflection towards the implementation of music videos in this study, there are some suggestions made for the teachers, school principals, and the future researchers to conduct the follow up of the result of this study.

Since the implementation of music videos was successful in improving students’ ability in learning English, especially in writing narrative texts, it is suggested for English teachers to utilize this media in their teaching and learning activities. These media can be used not only in teaching writing narrative texts, but also fostering students’ competence in some other kinds of text for the other skills. It is also recommended for teachers for adjusting the appropriate music videos to the level and characteristics of students. It is also necessary for the teacher to select the appropriate teaching technique before implementing the teaching and learning activities by using these media.

For school principals, it is suggested to provide facilities to support the English teachers in implementing music videos. Some main facilities which are needed in the implementation of music videos are LCD projector, computer/laptop, and loud speaker.

The implementation of music videos in this study might also offer a satisfying result when it is applied in the other subjects and or by using another material and technique. Therefore, it is recommended for the future researchers to develop the application of music videos and explore further pertaining to the teaching and learning by using these media.

REFERENCES


