

**ARTICLE**

***UTILIZING MODIFIED SONG LYRICS IN TEACHING WRITING  
DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS AT  
UPTD SMPN 1 SEMEN IN ACADEMIC YEAR 2016/2017***



**By:**

**RINA FITRIANI**

**13.1.01.08.0066**

**Advisors :**

**1. Khoiriyah, M.Pd**

**2. Suhartono, M.Pd**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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**Yang bertanda tangan di bawah ini:**

Nama Lengkap : RINA FITRIANI  
NPM : 13.1.01.08.0066  
Telepon/HP : 087858940795  
Alamat Surel (Email) : rinnachoi94@gmail.com  
Judul Artikel : Utilizing Modified Song Lyrics in Teaching Writing Descriptive Text to the Seventh Grade Students at UPTD SMPN 1 Semen in Academic Year 2016/2017  
Fakultas – Program Studi : FKIP- Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
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## UTILIZING MODIFIED SONG LYRICS IN TEACHING WRITING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS AT UPTD SMPN 1 SEMEN IN ACADEMIC YEAR 2016/2017

RINA FITRIANI

13.1.01.08.0066

FKIP – Prodi Bahasa Inggris

Email: [rinnachoi94@gmail.com](mailto:rinnachoi94@gmail.com)

Khoiriyah, M.Pd<sup>1</sup> dan Suhartono, M.Pd<sup>2</sup>

UNIVERSITAS NUSANTARA PGRI KEDIRI

### Abstract

Song cannot be separated from human life due to it is very familiar and its play a part in each stage. Song plays an essential role in teaching and learning language as teaching material, media or for brainstorming before starting the lesson. It can be utilized in order to develop students' language abilities in listening, speaking, reading, and writing. This research aimed to know the seventh grade students' writing ability before and after being taught using modified song lyrics and the effect of modified song lyrics on the seventh grade students' writing ability. The type of this research was quantitative research particularly pre-experimental with one-group pretest-posttest design. This research was conducted at UPTD SMPN 1 Semen. The subject of this research was the seventh grade students particularly VII-A class consist of 35 students with 16 males and 19 females. In collecting data, the researcher used written test in the form of short essay especially about describing animal. She used t-test formula for data analysis. The result shows that students' writing ability after being taught using modified song lyrics are increasing. It is proved by the total score and the mean gained from post-test which is higher than pre-test. The total score gained from post-test was 2505 with the mean 71.57 while pre-test was 2050 with the mean 58.57. Thus, it can be concluded that modified song lyrics give significant effect on the students' writing ability specifically in descriptive text.

**Keywords:** writing, teaching writing, modified song lyrics

### A. INTRODUCTION

Writing has a central position in academic atmosphere particularly in language teaching. Students need to know more about writing in order to understand language appropriately and to develop their academic achievement. Writing is about a way to think, learn, explore,

express, and organize ideas based on all aspects of life such as love story, born and death, credibility, friendship, and so on. Popp (2005: 185) stated, writing is not only a physical and mental exercise, but it is also a way to think and thus a way to learn. Students use writing to organize, analyze, and explore ideas. They also use

writing to express, edit, and revise their knowledge of subject matter and all aspects of life.

Moreover, writing is a process of transferring ideas, knowledge, feelings, and emotions to other people in written form. It is in line with Khoiriyah and Mahendra (2017) who stated that writing is a way of sharing information, thoughts, ideas and experiences to others in the written form. Further, writing helps students to reinforce about what they have learnt before. For instance, they have learnt about structure in reading then they can reinforce it in writing just to make sure that they are understood about the material given before. According to Harmer (1998: 79), writing is important because it has some additional reasons include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. From writing, students can communicate freely with the readers, express ideas without doing face-to-face communication, and record their experience in written form such as letter, message or text.

For junior high school students particularly in writing skill, the students must be able to write short functional text such as announcement, advertisement, invitation, and others. Besides, they must be able to write monologue in the form of

procedure, descriptive, recount, narrative, and report. In addition, they also need to master the supported competence like linguistic competence such as grammar, vocabulary, pronunciation, spelling, and the others related to the writing.

Considering to the reason above, descriptive text is one of text genre that needs to be considered and paid attention more by students who learn English in educational system particularly for junior high school. Descriptive text is a text that describes certain thing, can be person, animal, plant, place or things. It is related with Priyana et al (2008: 88) who stated, a descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object. It usually uses simple present tense and adjective in order to describe the characteristic of something that want to be described. In addition, descriptive text usually starts with general information about the object and follows by the description of the object in details.

In fact, which the researcher found when did teaching and training program at UPTD SMPN 1 Semen, most of students were not able to write descriptive text properly and in good order. They often faced a problem when writing a text. It frequently happened that they felt hardly to determine the topic by themselves and

their ideas were not clearly stated. They also felt hardly to write down the main idea of the text that wanted to be made, they were lack of vocabulary, they often wrote Indonesian words in their text due to they did not know them in English. Furthermore, there were many errors in grammar and spelling. For instance, they frequently wrote 'I a pet' when the teacher asked them to make a short description about animal. They often wrote 'god' for 'goat', 'butterflay' for 'butterfly', 'snack' for 'snake', and so on. In addition, they had problem with punctuation and capitalization. It frequently happened that they did not put full stop in the end of the sentence and wrote the first sentence in lowercase. Sampath and Zalipour (2010) cited in Yunus (2012) stated that students consider writing to be an extremely difficult area in learning English and it seems to be a daunting task for most ESL learners. In addition, Byrne (1993: 4) attempted to explain the problems which are caused by writing under three heading – psychological, linguistic, and cognitive. Firstly, psychological problem deals with the fact that people are required to write on their own without the possibility of interaction or the benefit of feedback where it makes the act of writing difficult. Secondly, linguistic problem deals with the choice of sentence structure, the way the

sentences are linked together and sequenced. Lastly, cognitive problem deals with a process of instruction where people have to master the written form of the language. Considering to those problems particularly in teaching writing, teacher should balance both writing process and writing product, and take a deep attention on it so that the result of teaching writing will be maximum. Besides, teacher can use various kinds of media such as pictures, realia, video, chart, poster, cartoon, and song.

Song is an effective and appropriate media that can be used in teaching language. Songs are human tools which have purpose for expressing and conveying what people think and feel as quoted by Harburg cited in Suriyatham (2013) who said that words make you think, music makes you feel, a song makes you feel a thought. This quote is also supported by another quote from Lawhead cited in Suriyatham (2013) who said that perhaps it is how we are made; perhaps words of truth reach us best through the heart, and stories and songs are the language of the heart. In addition, Suyanto (2007: 113) in Triayulin (2012) also stated, song is a series of words that are sung with a certain rhythm and tone.

In teaching and learning process, song has a big impact and contribution in

order to create fun and relaxed atmosphere. Song can bring joy for learning atmosphere. It is believed that songs can also create an affective filter in students' mind and reduce anxiety in teaching and learning process. Song is an effective and interesting media to teach language, to help students easier in developing language competence. Lin (2008) stated, songs therefore can develop students' language abilities in listening, speaking, reading, and writing and can be used to teach sentence patterns, vocabulary, pronunciation, rhythm, adjective, adverbs, and others.

Furthermore, song also consists of lyrics. Meanwhile, a song lyric can be used as another way for people to communicate each other. It can be used to communicate to young people, old people, and so on. From a song lyric, students can know about the meaning of the song, what are the writer's message, the moral value, and others. Related with learning language, song lyric can increase students' vocabulary and comprehension. It can help students to acquire the target language due to song help students to learn many things, learn how the words are pronounced, develop awareness in the passive listening mode, reduce socio-cultural gap, and help to memorize the word easily. Besides, song can increase students' motivation and

decrease their anxiety in teaching and learning process. By using song teacher can attract students' attention, make them more enthusiastic and motivate. Phillips (2003) cited in Farmand and Pourgharib (2013) said songs help students to be active during learning practice.

From the explanation above, the researcher formulated three questions dealing with research problem which should be examined in this research as follow:

1. How is the seventh grade students' writing ability before being taught using modified song lyrics at UPTD SMPN 1 Semen in academic year 2016/2017?
2. How is the seventh grade students' writing ability after being taught using modified song lyrics at UPTD SMPN 1 Semen in academic year 2016/2017?
3. Is there any significant effect of modified song lyrics on the seventh grade students' writing ability at UPTD SMPN 1 Semen in academic year 2016/2017?

## B. RESEARCH METHOD

The approach of this research was quantitative research and the technique was experimental research particularly pre-experimental design mainly using one-group pretest-posttest design. This research was conducted at UPTD SMPN 1 Semen,

which located in Argowilis street no. 78 Semen Kediri. This school has nine classes of seventh grade divided from VII-A until VII-I and each class approximately consists of 40 students. Therefore the researcher choose VII-A as the sample of the research. This class consists of 35 students with 16 males and 19 females. In order to take the sample of this research, the researcher uses non-random sampling specifically convenience sampling. Moreover, this research conducted since January to June.

In collecting data for this research, the researcher used written test in the form of short essay especially about describing animal as the instrument of the research. The test was determined into pre-test and post-test. The purpose of using these instruments was to measure students' writing ability in descriptive text before and after being taught using modified song lyrics.

In order to analyze the result of students' writing test, the researcher used scoring rubric of writing adapted from Silva (2014) dealing with five aspects of writing such as relevance and content, organization, vocabulary and word choice, grammar, spelling, punctuation, and lastly presentation. After measuring and calculating students' writing test, the researcher calculated the mean score of

pre-test and post-test, then measure it by using t-test formula and lastly compare the result of t-test with t-table.

### C. RESULT AND DISCUSSION

The result of this research was described based on the research questions which are how is the seventh grade students' writing ability before and after being taught using modified song lyrics, and is there any significant effect of modified song lyrics on the seventh grade students' writing ability. The result showed that students' writing ability after being taught using modified song lyrics was increasing as it stated in the following table.

Table 4.5

Average Score between Pre-test and Post-test

N = 35 Students	Pre-test	Post-test
Total score	2050	2505
Mean	58.57	71.57

From the table above, it can be seen that the total score gained from pre-test was 2050 with the mean score 58.57. While, the total score gained from post-test was 2505 with the mean score 71.57. It means that the students' score after getting treatment is better and showing an improvement.

Further, from t-test calculation, it was found that the result of t-score was 22.85. The result of t-score was compared with t-table at the degree of significance

1% and 5% to assert whether the alternative hypothesis was accepted or rejected. Moreover, it can be seen from the table below.

Table 4.6

The Statistical Computation of Using T-Test

Df	T-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
34	22.85	2.441	1.691	Accepted	Rejected

Based on the calculation, it was found that the result of t-score was 22.85 at the degree of freedom 34 and t-table was 2.441 at the degree of significance 1%, 1.691 at the degree of significance 5%. It means that t-score (22.85) > t-table at the degree of significance 1% (2.441) or 5% (1.691). So, Ha is accepted and Ho is rejected.

Furthermore, modified song lyrics give an impact to the students' ability specifically in writing descriptive text. Modified song lyrics help students to understand and remember the material easily so that they can write clearly by considering the appropriate generic structure and language feature of descriptive text. Besides, modified song lyrics can create fun and relaxed atmosphere during teaching and learning process so that students can enjoy the class. Further, modified song lyrics presented in this research also help students to write down the main idea of the

text that wanted to be made due to the lyrics presented consist of sentences that can be called as main idea. Hence, students can take it as example and write their own main idea. In addition, it also helps students who have difficulties in grammar overcome their problem especially in writing descriptive text.

Modified song lyrics also can be implemented in teaching writing descriptive text because it helps students to be more understand, enjoy, and happy to learn descriptive text. This is supported by the previous research conducted by Putri (2012) entitled "The Use of "Modified Song Lyrics" for Teaching Writing Descriptive Text to Seventh Graders in SMP Negeri 7 Kota Mojokerto". The result showed that by implementing modified song lyrics in teaching writing descriptive text, the result of students' writing tasks is better. It was proved by the result of 21 students' writing task where there is no students' writing task result that were classified as very poor due to modified song lyrics help students in understanding the lesson, remembering new vocabulary and the pattern of how to make a descriptive text.

Based on the explanation above, it can be concluded that students' writing ability after being taught using modified song lyrics was better than before due to

the result of students' score showed an improvement. In other words, modified song lyrics give significant effect on the students' writing ability specifically in writing descriptive text.

## D. CONCLUSION

### 1. Conclusion

Based on the result and discussion of this research, the researcher presented the conclusion of the research. After analysing the data, the result showed that students' writing score were increasing. It was supported by the total score and the mean score gained from post-test which was higher than pre-test. The total score gained from post-test was 2505 with the mean 71.57 while the total score gained from pre-test was 2050 with the mean 58.57. Moreover, the result of t-score was 22.8 which is higher than t-table at the degree of significance 1% (2.441) or 5% (1.691). Thus, it can be concluded that modified song lyrics have effect to the students' writing ability.

Besides, modified song lyrics are very helpful in teaching writing descriptive text due to it helps students in understanding and remembering the material easily so that they can produce a good written product with the appropriate generic structure and language features. It also helps them to write down the main

idea of the text that wanted to be made and overcome their grammatical problem in writing descriptive text.

### 2. Suggestion

Based on the result of the research, the researcher gives suggestion to some people including teachers, students, and the other researchers.

#### 1. The teachers

Teachers are suggested to use English song in teaching language due to song is one of media that can attract students' interest and create fun and relaxed atmosphere. One of the suitable songs that can be utilized by the teacher particularly in teaching writing is modified song lyrics. Teacher can choose one of the English songs which are interesting and do some modification inside in order to adapt with the material.

#### 2. The students

Students should be learn and master listening, speaking, reading, and writing in order to understand language properly. It is hard for some non-native speakers to master writing because writing cannot be mastered instantly and automatically. Students can use an English song to overcome those problems with the teacher's help and guidance.

#### 3. The other researchers

The researcher suggested for the other researchers who has similar problem

in teaching and learning writing to use an English song to improve writing ability. They can select the suitable song and do some modification such as on the rhythm, rhyme, lyric, or melody depends on the necessity. Moreover, they can use this research as resource and guidance to conduct another research in the same topic or issue.

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