

THE EFFECT OF SONGS TO THE STUDENTS' RECOUNT TEXT WRITING QUANTITY (An Experiment at the Second Semester Class A of English Education Students Unib)

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Abstract

This study tries to find whether or not song can improve the students' recount text writing quantity. This quantity means the total of word that was used in a text. The population of the research was the second semester English Education students Unib class A that was 38 students. The class was divided into two groups (group 1 and group 2). The sample was the group 1 as the experimental group and the group 2 as the comparison for the experimental group. The instrument was a writing text. The pre-test was done to find the quality of both groups. In the pre test result, it was found that T_{count} was 0,36 while T_{table} is 2,093. Its mean was there is no significant difference between the groups. By this result, any group could be decided which one as control group or experimental group. After the treatments were done on experimental group and the conventional method on control group, the post-test could be done. Based on the analysis of the post-test, the T_{count} (4,85) was higher than T_{table} (2,093). It could be concluded that the experiment was successful because of song can improve the student's recount text writing quantity.

Keywords ; *recount text, writing quantity, song*

1. Introduction

There are many ways and strategies to increase writing quantity. One of them is through songs. It is believed that songs give inspiration to people in doing everything, but in the researcher's eyes, it can be used for improving writing quantity too. Logically, why song can be the choice? It could be explained by this case; Boy is a teenager, he wanted to send a love letter to Maria, his girlfriend. He did not know how to start his letter with some romantic words. But, he had already prepared the middle part of his letter. Accidentally, he listened to a song from the radio, titled "Lucky" by Jason Mraz. After that, he "stole" some words from its lyric to his opening of the letter. He wrote, "Do you hear me, I'm talking to you? From the water, across the deep blue ocean, under the open sky, oh my honey."

Learning with music has developed and introduced for the first time by Bulgarian psychotherapist Lozanov (1970s) in his Suggestopedia Method. Lozanov claims that the atmosphere created by the music and songs enhances the ability of the students to remember vocabulary words and thus shortens the study period of the foreign language. In line with him, Shtakser (2001) explained that the good atmosphere is created in the classroom by using music and songs technique. Herlina(1998) has proved that songs can help the Senior High School number 8 students to improve their vocabulary. She concluded that teaching vocabulary through songs is more effective than teaching vocabulary by explanation.

The researcher felt important to find whether or not songs can also give positive effect to the students' quantity of writing recount text. The researcher also used songs like what Herlina did, but the effect was directed to recount text writing quantity. This idea also appears from the teenagers' lifestyle. What is the thing that the most of teenagers love? Exactly, the answer is song. This question was so helpful to find this idea. Based on this statement, some songs have tried in this research.

The objective of the research was to find whether there was an effect of the songs through English Education Program students' recount text writing quantity or not. This research focused on the students' quantity of writing recount text (the number of words use). The songs that were used were ballad songs. This kind of song is very useful for helping students in making a recount text. The subject was the second semester students in class A of English Education Program, Faculty of Teachers Training and Pedagogy who learn English as foreign language.

This research was expected to give contribution for Educational Literature. Beside that, the result was also expected to offer a variation in teaching writing, so the teacher or lecturer should consider this idea for making activities in a classroom. Furthermore, even a student was expected to get a new learning strategy particularly in writing. This research was also expected to be a review for the students in English Education Program to make a further research.

2. The Definition of writing

Writing is expressing an idea into written language (Brown and Hood in Nunan, 1995). Moreover, they state that it is one way to express idea, opinion, thought, feeling in written form. While expressing ideas and conveying message to the reader are the purpose of the writing (Ur: 1988). Why do people need to write? Because writing helps people to remember, helps people to observe, and even helps people to think (Barras, 1995). But, the complexity of the writing skill makes the language components (such as mastering spelling, grammar, vocabulary, and content) difficult to apply, on the other hand, the skill is very important to achieve.

Jacobson (2010) classified that writing can be seen as having six general types of purpose, each type of purpose focusing on one of the parts of the communication model. First, in expressive purposes from the writer; one may write simply to express one's feelings, attitudes, ideas, and so on. This type of writing doesn't take the reader into consideration; instead, it focuses on the writer's feelings, experience, and needs. Expressive writing may take the form of poetry, journals, letters, and, especially, free writing. Often, a person will do expressive writing and then be disappointed when readers don't respond to it.

2.1. Songs for Writing

There is no human society without its poetry. There is no human society without its music. When put together, they constitute a powerful force for both cultural cohesion and identify and for individual fulfillment that can be called as a song. In music, a song is a composition that contains vocal parts (lyrics) that are performed, commonly accompanied by musical instruments, exception in the case of a cappella songs. The lyrics of songs are typically of a poetic, rhyming nature, although they may be religious verses or free prose.

There are many reasons to use songs in the classroom. Songs is a very good tool to motivate the students' learning process, it works also as a break for the routine. Songs could be an essential part of English teaching. It makes the students more sensitive to the sounds and the class becomes more interesting and powerful (Firmansyah, an educational mentor on Blogger: 2008).

In relation to language learning, the use of song offers two major advantages (Murphey, 1996). They show that songs have their own strengths and benefits. First, music is highly memorable; whatever the reason, songs and music 'stick' in the head. And the second, music is highly motivating, especially for children, adolescents, and young adult learner

It is not only those advantages, Murphey (1996) said that song also appears to precede and aid the development of language in young children. A growing body research indicates that the musical babbling produced by infants, and returned by parents, is extremely important in the development of language in young children.

Schoepp (2001) has divided the reason that songs help students for language learning into three. They are the affective, cognitive, and linguistic reasons. In the same line as Schoepp, as the affective reason Eken (1996) stated that songs can be used to present a topic, to practice a language point, lexis, etc. more over, Eken also stated that songs can be used to focus on common learner errors in a more direct way, to encourage extensive and intensive listening, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere, and they can be used to bring variety and fun to learning.

As the Cognitive Reasons, it is explained that songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Gatbonton and Segalowitz in Schoepp (2001) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Using songs can help automatize the language development process. Traditionally, it was believed that automatization would occur through repetitive exercises in a non-communicative environment. However, the major shift towards the communicative teaching methodology requires that automatization occur in a different manner.

Besides automatization, there is also a linguistic reason for using songs in the classroom. Some studies, Domoney, Harris, and Little in Schoepp (2001) investigated the prevalence of pop music in the lives of EFL students. Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom. The repetitive style of songs then helps to promote automatization of colloquial language.

The songs for teaching are not just picked up from the list of the entire English songs. There are some criteria that need to be considered when selecting the songs for appropriateness. Keegan (2010) offered a "checklist" that need to be considered in picking up songs for teaching foreign language, they are;

- Clear recording? Interesting to learners (will they like it)?
- Suitable level of difficulty?
- Suitable subject matter?
- Useful language content?
- What are you going to do with it, before, during and after?
- Will it produce a response?

In different point of view, Orlova (2003) believes that appropriate songs for teaching must hold some predicates. They are; the song must be an example of a particular musical trend, there shouldn't be any form of violence in it, the song should contain a certain artistic image. By considering those criteria, the songs that are used in teaching foreign language must not randomly be selected from the list of songs in the entire world.

Songs that was used for teaching should have some criteria that have explained above. The activity must be attractive for the students, so the purpose of teaching could be gained. The most important thing was the songs must contain a story inside. The

purpose is to make the songs easy to write into a recount text, a passage that retells an event or experience in the past.

2.2. Recount Text Writing

Recount text tells what happened in the past time. For example someone who visited a zoo, the text retells a past event. There are three types of recount text; they are Personal Recount, Factual Recount, and Imaginative Recount (Derewianka, 1990). While the purposes of them are providing information about what happened, when it happened, where it happened, who was involved, and to entertain.

There are differences between those three types of recount text. Personal Recount usually tells funny events in daily life that the writer was involved. While the Factual Recount notes about an event such as history, scientific report, etc. but imaginative Recount is more different. This is not real, it is a fiction story.

There are parts of a recount text (SACS Library, 2010), they are;

- Orientation, this is in the beginning of the text. It gives to the reader the background information needed to understand the text, which provides details of who was involved/ what was happened/ when it happened/ where it happened.
- A series of paragraphs, this retells what was happened. A series of an event which are ordered in chronological sequences are here.
- A reorientation, this is a retelling of the event and the end of the recount text.

Recounts begin by telling the reader about who, what, where, and when of an event that is called as orientation. Then, the sequences of event are explained in some sort of order like time. Finally, there is a reorientation at the end, which summarizes the event. The important thing is the recount's language feature, it uses past tenses.

2.3. Writing Quantity and Language Learning

Writing helps us to explore our own experiences and ideas. We write to discover what we have to say. As you write, always remember that you are a real person with real ideas and concerns. You are unique, there has never been and will never be anyone exactly like you (Reynolds and Mixdorf, 1987). As a result, even what you see as common and ordinary may be new to someone else. Writing is a skill, so the only way to learn any skill is by doing it.

The first step to write is to identify the idea, and then do this by brainstorming. There are many ways that can be inspiration in brainstorming, one of them is by songs. Song is believed as source of inspiration to do everything. Besides that, Herlina (1998) stated that some songs can give some new vocabularies for people who take English as foreign language.

Some people can write a lot and some people cannot. It depends on their intelligence and competence. Blass and Pike-Baky (1985) defined intelligence and competence in an example. An intelligent person is more flexible, for example in fixing a car engine. One can learn how to fix it, but an intelligent person can apply those concepts to another type of engine. So, if we compare this to writing, a competent person can write based on what they learnt while the other one can make more of writing quantity.

Someone's ability in writing quantity (in learning English process) can be a reflection of his/her achievement of learning process. It can be concluded that the achievement of a learning English as foreign language can be measured by someone's ability in writing quantity. If the writing quantity is high, it means that the ability of mastering a foreign language is high too.

This research is only focused on the students' recount text writing quantity (the total of word use), not the grammar. Can songs help the students in increasing recount text writing quantity? The result hopefully can show the increasing of the writing quantity of group which the songs are given and compare the result to the other one (which the songs are not given). The text type that was used is recount text, because this text is so easy to connect to the ballad songs (which have decided for this research).

3. RESEARCH DESIGN

The design of this research was experiment research. This research used two variables. Song is independent variables, and student's recount text writing quantity is dependent variable.

In this research, the samples were divided into two groups and randomly the researcher chosen the experimental group and the other one after the pre-test. Each group will be treated by using different techniques. The first one is experimental group, this group will be taught by using songs and the control group will be taught by applying conventional method.

There was a pre-test given to both of groups. After the treatments were done in the experimental group while conventional technique in control group, there was a post-test. And the aspect that will be analyzed is only the quantity of writing recount text.

3.1 Instrument

The instrument of this research was a writing test. In previous, the try out of the instrument on twenty students of class B showed the validity and reliability was very high (see appendix 1 for more details). For the test, the students were asked to write a recount text in both pre test and post test. The total of words that are written by the students is the key for the researcher to count the quantity of the recount text writing.

4. Findings

4.1. The Analysis of Pre-Test and Post-Test

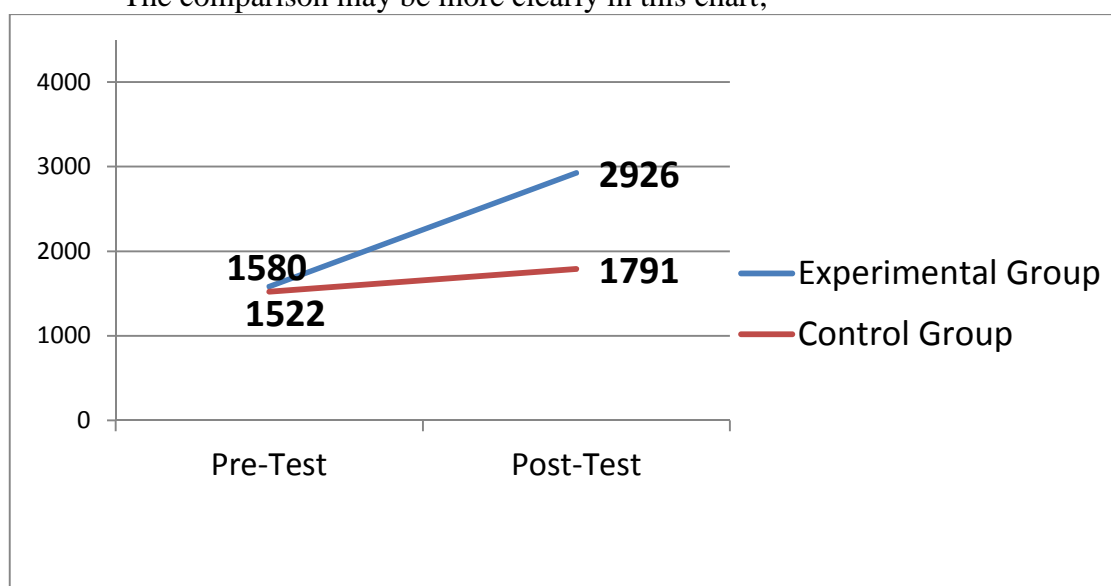
The score was gained by the total of words in the pre-test and post-test based on the word forms in English. After the treatments of the experimental group and the control group, the result could be distributed into distribution table and divide them based on the word forms (noun, verb, pronoun, preposition, adjective, adverb, conjunction, and interjection).

	PRE TEST		POST TEST	
	EXPERIMENTAL GROUP	CONTROL GROUP	EXPERIMENTAL GROUP	CONTROL GROUP
Nouns	768	704	1099	764
Verbs	297	343	651	399
Pronouns	72	74	246	115
Prepositions	100	119	181	81
Adjectives	219	162	412	248
Adverbs	12	18	49	29
Conjunctions	109	100	269	151
Interjections	3	2	19	4
Total	1580	1522	2926	1791

The table states that the increasing of each forms of word that was gained from the experimental group and the control group. The most increase in the experimental group was happened to nouns and verbs which are about 331 and 354 from the pre-test, and the lowest was on the interjection which is only 16 words. The different result was shown by the other group, the control group. The most increase was gained by adjective, it was 86 words. But, the preposition was decreased 38 words from the pre-test.

In analyzing pre-test and post test result, the scores (in general, not per each word forms) of both groups were compared to find out whether or not the treatments gave positive effect. From the pre-test and post-test result (see the following table), it was found that songs could improve their writing quantity. Before the T-Test was done, the difference of the result between the experimental group and control group could also be seen by the following table;

The comparison may be more clearly in this chart;



From the picture above, it was found that the score of both groups were improved. The score of the experimental group got the most increasing from 1.580 in the pre-test to 2.926 in the post test. The difference score was 1.346 or raised 85,2% from the first score. While the score of the control group got different increasing from 1.522 in the pre-test to 1.791 in the post test or it was improved 269 words or raised 18% in the post-test.

In analyzing whether or not there is significant difference in the post test result, the researcher used T-test where the result is served in this following table (see appendix 3 and 4 for more details);

	Pre-Test	Post-Test
T _{count}	0,36	4,85
T _{table}	2,042	2,042

The table proved that there is no significant difference between both groups in the pre-test, but it proved there is significant difference between both groups in the post test. Finally, it could be concluded that H₁ was accepted.

4.2 Discussion

There are many ways that can be used to motivate and develop students' positive attitudes towards writing. One of them is the technique used by teachers. The teacher can apply many techniques. One of techniques that can be used is by using songs as media to increase student's writing quantity.

In researcher's observation at the Writing I Lesson in English Education Program Unib, where the students are still free of grammar mistakes based on the curriculum. It was the reason why the researcher could take the writing quantity as the topic in his thesis. Increasing student's writing quantity exactly needs something that highly memorable of vocabulary and also motivates students to do writing. This statement was supported by Murphey (1996) who stated that songs have some advantages for this research as the treatment. And then, recount text type was chosen to limit this research.

The songs were not given in one type of activities, as Monreal's request to give variety in using songs as materials. By varieties, the new vocabulary from a song is easy to remember as Murphey explained "the song stuck in my head" in a book titled Music and Song.

The treatments were begun by dividing a class into two groups, first group and second group. The dividing was very randomly, based on their name list that was written by them. Then, the pre-test was done on both groups. In both two groups (first group and second group), the pre-test was conducted before giving the treatments in order to see the equivalence of their ability. The instrument was a recount writing test where the students were asked to write a composition based on certain topics.

In average, the students in the first group could write about 83 words in the pre-test and the students in the second group could write about 80 words. However, the calculation of T-Test on both group proved that T_{count} was lower than T_{table} . It showed that there was no significant difference between first group and second group (see appendix 3).

The T-Test result (see appendix 3) showed that the both group were almost equivalent. Based on the result it can be concluded that their writing quantity was nearly the same or not significant different. It can be also concluded their ability of writing quantity was in the same level. In this case, the researcher could choose any group as the experimental group and the other as the control group. The researcher determined the first group as experimental group and the second group as control group.

After the groups were divided into two groups (experimental group and control group), the treatments were given based on the groups. There were about six times of treatments in the experimental group and control group. Some songs were used for the treatment in the experimental group. For the treatments of the control group, the researcher was helped by a partner. She had responsibility of this group. The teaching method that was used was a conventional method where the students were not given any song as the treatment.

In the last meeting, the researcher gave post-test to the students of both groups. The test was the writing test (the same as in the pre-test). They were asked to make a recount text. There were no treatment or conventional technique on both groups before the test, they just did the post-test as they did the pre-test.

The result showed that the experimental group produced 2.926 words in the post-test, while the control group could gain 1.791 words. The difference was so surprised where there were 1.135 words between two groups. The students in experimental group could write 154 words in average as their post test result, while the other group, the students wrote 94 words in average (see appendix 2).

Furthermore, the calculation of T-Test on both group showed that T_{count} was higher than T_{table} (see appendix 4) where was explained that there was significant difference between experimental group and control group. From the result of T-Test calculation, it said that H_1 was accepted where there is a significant difference in writing quantity between the experimental group and the control group.

It was assumed that the significant difference between two groups was caused by the type of teaching method in the previous treatments. The classroom activity in the experimental group could attract them to be more active to involve. It could be seen by each ending after the treatments. The students always asked the song for the next meeting, sometime they requested a song for the next treatment.

This phenomenon has relationship with Firmansyah. Songs is a very good tool to motivate the students' learning process, it works also as a break for the routine. This could mean that the activity can be a break between the students' learning process in the campus. Beside that, songs also make the students more sensitive to the sounds and the class becomes more interesting and powerful.

The students in the experimental group are also easy to remember any new word in the songs that were heard in the classroom. The songs must be "echoing" in the students' head after the class. In the same line, Murphey (1990) stated that the last song we heard after leaving our car, a restaurant, and etc. stuck in your head. For example, if you heard the sound track of FIFA World Cup 2010 in a public transportation that you get on to the campus, you may move your lips without your awareness to remember the lyric of the song when you arrived in the campus. This phenomenon is called as "echoing songs".

Many factors could be assumed for the increasing of the recount text writing quantity. First, the student's mood in experimental class was better than the students in the other group. This caused their mind open for "new entries" of new words. Then, the attractive activity in the experimental group raised the students' motivations to learn. So that they were excited to involve in the activity until they do the post test. Beside those factors, the experience of the students that same or almost the same with the story in the songs has opened their minds to write much. The students might want to express their story more in their writing, and it is so satisfied if you can show your emotion into a piece of paper.

The conventional method in the control group is not as interesting as the songs. Flippo (1998) in Cheek (1980: 450) believed that the activities which are used as teaching instrument should be very motivating. One of the teaching techniques is the song. It is also believed that song carries high appeal and provides enjoyment, interest, and motivation for the students and the supply of this material is never ended. Some students sometime cut the class during the treatments. But, the relationship between the teacher and the students in the class might make most of them still stayed in the class. They were close very early before the research begun.

5. Conclusion

It could be concluded from the result on the previous chapter that there was a significant effect of using songs to the student's quantity of writing recount text on the second semester class A of English Education Program Unib. This statement could also explain that the experiment was successful and the use of songs as media for teaching was more effective to be applied in improving the students' writing quantity than the conventional technique. In details, the part of word forms that gained the most increase was the using of noun and verb. If the result of this research is compared with Herlina's, it could

be concluded that songs do not only increase the students' vocabulary mastery but also can improve the students' quantity of writing recount text.

Based on theory of Suggestopedia from Lozanov and the result of the research, the positive atmosphere in the classroom, the relaxation, and without under pressure can increase the students' recount text writing quantity. In writing itself, there are many steps to make a good writing. The first is making a draft and then editing process which contains more aspects such as grammar and writing technique. So, the result of this research was still not yet the final of the writing process but it was a good starting to make a good writing to help the language learning process.

5.1 Suggestion

This research had proved that the use of songs could improve the students' writing quantity of English Education Program students (class A of the second semester) of UNIB. Based on conclusion above, the researcher would like to offer some suggestion dealing with teaching writing in the classroom:

1. Teaching English through songs could give positive effect for learning process. It was proved by this research that songs can improve students' quantity of writing text. The teacher should consider this technique as the variation for teaching English in the classroom.
2. Students are expected can be independent students in learning English. It means that this research offers a learning strategy for learning English especially in improving writing quantity.
3. For further research, it is expected that the further research can follow up the result of this research. It means that there is the next step in writing which is editing process. So it is important to find a way or strategy for the editing process to produce a good writing.

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