

# CHAPTER I

## INTRODUCTION

### A. Background

Learning a language is not something new for people who have been interested in it since a long time ago. It is caused by the main function of language that is for communication (Depdiknas, 2004: 9). Language is one of the elements of culture in society. Language and society are two things that cannot be separated. Language without society would not exist, and vice versa. Because the community is a collection of interconnected individuals as the main lesson between individuals is the language. Language skills (listening, speaking, reading and writing) cannot be separated because the four aspects are interrelated and complementary.

Related to the four activities, writing activities sometimes faced serious obstacles, it may be every person has the desire to write. Sometimes there is someone who wants to express an idea into written form, but each time trying to write, he always fails when it can be told verbally that idea. There is also someone who is able to write but did not understand what was meant by his writings.

A.S Laksana (2007: 5) said that writing is an attempt to train us think for the better and thus writing is also a continuous exercise to maintain a healthy sense. It can be concluded that the writing is a medium to bring the potential that already exists within their expressed by writing the symbols that are easily understood by the reader to train us to think better. Writing is a form of thinking,

but rather think for certain reading and for a certain time. One of the most important task of the writer is to master the principles of writing and thinking, which will be able to help him achieve his aim. The most important among these principles is intended that the invention, arrangement, and style. In brief, learning to write is learning to think in / in a certain way (Angelo, 1980:5).

Gie (2002:3) states: "writing is a whole series of one's expressed his thoughts through written language to the reading public to understand". Writing has a very important role for humans. Writing is a means of communication as well as talk. However, in practice the use of language in writing is not the same as verbal communication. This is because the language used in the functional use of language as a medium of interaction and transaction. Thus, the act of writing requires skill and proficiency in using the language set, working with organized steps, ideas systematically and explicitly expressed.

In line with the above opinion, Ministry of Education (2005:1219) states: "writing is engendering thoughts or feelings by writing." While Yunus (2007: 13) states: "writing is an activity the delivery of messages (communication) with the use of written language as a tool or the media". Graves in Yunus (2007: 14) states; "Someone reluctant to write because they do not know to what he wrote, was not gifted writing and do not know how your feel should write. Hostility was not free from the influence of family environment and society as well as the experience of learning to write or compose school less motivating and stimulating interest. "

Writing skills requires some knowledge and skills, such as skilled choice of words, skillfully expressing ideas and good construct a sentence in accordance

with improved spelling. Part of the skill of writing is to write essay. If we associate with the world of education, one of the objectives of English teaching is students' skilled in communicate orally and also in writing. So it is not impossible that the position of learning to write in school is necessary to train students to use actively.

Writing skills is a complex and difficult skill. Communicate with written language requires special skills, such as knowing the types of essays. Each type has its own characteristics and purpose. In use, the kinds that can't stand alone. An essay may contain several types of essays. However, in teaching, the difference between one types to another type, must be explained, as well as the ability of students to write an essay based on the types that must be trained and cultivated.

Writing skills is the order of the latter in the process of learning the language after listening skills, speaking, and reading. Among all the four language skills, writing skills are the most difficult to master. That is because the writing skills require mastery of the various elements of language and outside language itself would be a table of contents. Writing skills typically associated with learning fabricated. Writing exercises and writing in Indonesian language teaching can familiarize students to apply knowledge of language, such as grammar, vocabulary, style, spelling, and so on.

Reality today, many students do not know the difference between one types of essay writing with others. If a child fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these

demands increase. Indeed, for a child struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated. Mastery of writing skills is one of the skills that need to be owned by the students, because it is very beneficial for the students' self-development. It is very influential on students' language skills both orally and in writing. This is one of the teachings of English that need attention, especially the ability to use good words in writing English sentences.

Not only the students who have difficulty writing, but teachers also have difficulty in teaching students to write. Teachers felt most in teaching writing because most of the students who are in class are not enthusiastic and tend to consider they are not very good at writing. Writing activities students can be improved if the teacher uses as examples in teaching techniques and delivery of messages as well as the content. In addition to motivating and interests of students, instructional media can also help students improve comprehension, and ease of getting information.

This is a boost for language teachers to improve writing skills. Teaching of writing can be said to be successful when the students have been able to express themselves in writing. This is in line with the opinion Rusyana (1998: 1-3) who said that writing is an expression activity or activities to express something. Should the teaching process can be created in an atmosphere that encouraged students to express thoughts, ideas, hearts, fantasy, and so on. Therefore, the teaching of writing should be creative and interesting atmosphere. Students' difficulties to develop a language that can be expected to be resolved by appealing

quiet classroom conditions. The theme has been predetermined by the teacher, turned out to be a problem for some students. Students can feel free to choose a theme and develop it, the creative power of students to be blocked. This can be overcome by the teacher as the determinant of the theme to explain more about the things that relate to the theme.

One way to improve writing skills and learning enthusiasm of the students in the creative atmosphere is using media interest. Based from Harmer (2002: 241), music is powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing to us to use our brains to analyze it and its effect if we so wish. One of the media that can be used is the lyrical music pop media, in addition students can gain the knowledge and experience of literature, and students are also invited to directly express the experience, ideas and impressions to what is perceived.

Many researches have been done in improving students' writing skills such as: 1) *Research study by Reni Asri Widayanti entitled "Effective use of Recorded Short Story Media in Learning to Write Short Stories for second grade highschool students (2002-2003)"* , researchers succeeded in carrying out the study, students on average receive a satisfactory grade after getting action. In the research mentioned suggestions that a teacher should be able to select and operate a variety of instructional media in accordance with the material to support successful learning in the classroom. 2) *"Nasyid Sebagai Media Pengajaran Menulis Puisi di Kelas 1 SMU Putra Pajajaran Bandung Tahun Ajaran 2002-2003"*, research conducted by Nurtika aims to determine the effectiveness of the nasheed as

medium of instruction in the teaching of poetry writing skills. In fact, poetic nasheed can help students develop the imagination in his writings. Series of words in a nasheed can enrich the students creativity.

In teaching writing especially writing narrative essay, the teacher determines essay topics are usually about personal experiences related to tourism visits. Therefore, students' experience of writing narrative is less extensive and very limited. The technique is attractive enough to make low interest student to write and indirectly lead to lower their writing skills. The students usually like something new. Therefore, researchers are trying to apply the lyrical music media technique in teaching writing narrative.

Departed from the reasoning above, there is one of the alternative ways that can be looked by the teacher to provide the best solutions for their students to develop writing skill in narrative essay. The writer formulate the research entitled “The use of Lyrical Pop Music Media to Improve Students’ Mastery in Writing Narrative Essay” (An Experimental Study at First grade Student of SMAN 24 Bandung). Through this research, researchers tried to stimulate students to explore the potential and develop the ability to write a narrative essay.

## **B. Research Questions**

In this research, the writer concentrates to solve the following three questions:

1. How good the students’ ability in writing narrative essay by using lyrical pop music media?

2. How good the students' ability in writing narrative essay without using lyrical pop music media?
3. How significant is the different of using the LPM media and without using LPM in improving students' mastery in writing narrative essay?

### **C. Purposes of the Research**

Based on the questions formulated above, the purposes of the study are:

1. To find out the students' ability in writing narrative essay by using lyrical pop music media.
2. To find out the students' ability in writing narrative essay without using lyrical pop music media.
3. To find out the significant different of narrative essay writing learning outcomes by using the LPM media and without using LPM media.

### **D. Scope of Research**

To limit the scope of the study, the writer will only discuss such as follows:

1. This research will be done in the first grade of SMAN 24 Bandung in the academic year 2012/2013.
2. In order to steps of problem solving can be implemented properly and carefully, the writer limit the problem to be discussed is about how influence the teaching technique for writing skill using the lyrical music media.



## **E. Clarification of Terms**

In order to avoid unnecessary misunderstanding, some terms used in this chapter are clarified in this chapter as follows:

1. Lyrics : “Lyric as the lyre, meant to be sung that directly expresses thought and sentiments and it can be cry straight from the heart” (Lewis cited in Indri, 2006).
2. Music : The art or science of combining vocal or instrumental sounds (or both) to produce beauty of form, harmony, and expression of emotion, music is an art form whose medium is sound and silence (Wikipedia, 2013).
3. Writing : Meant to be writing whose content is related to the story or events that occur in a series of time and poured into a form of writing as writing skills. According Pranoto (2004: 9) writes to say that he thoughts into written form or tell something to others through writing. Writing can also be interpreted as an expression of feeling or expression forth in writing. In other words, through the process of writing we cannot communicate directly.
4. Narrative Essay : Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story.



## **F. Method**

The research used the quantitative design, strategy of inquiry. The character of this method is validation which tests the one variable to another variable. Thus, the data which was collected in this investigation is in compare two classes, experiment class and control class. Meanwhile, the method used is experiment method which has the purpose for knowing cause and effect (Subana, 2001: 139). In addition, this experiment can be interpreted as the research methods used to search for a specific treatment effect against the other in a runaway condition (Sugiono, 2011: 72).

Use this method aims to determine the results obtained from the variables studied, using LMP media in improving the ability of writing narrative essay in first grade students of SMAN 24 Bandung . This research used two variables; the first is, LMP as variable X, and the second is to reach writing narrative essay mastery as variable Y. The respondent will be divided into two groups, the first is the experimental class and the second is control class.

**G. Research Scheme**



Figure 1.7.1  
Research Prosedure

## H. The Significance of Research

1. For teachers, this media can be used as an alternative teaching writing narrative essay and also playing music in learning time can make the atmosphere more relax.
2. For students, this research will give more effective way to help students to get inspiration. Students can gain the knowledge and experience of the literature thus increasing the learning experience. And also students can pour ideas in improving narrative essay writing skills.
3. For researchers, this research can apply the technique to get the best result in writing essay in English for the students.
4. For school, the results of this study will illustrate the ability of students in teaching writing narrative essays and can recommend to English teachers and teachers of other subjects to use more varied teaching media, so that the quality of learning outcomes more leverage.
5. For Readers, This study is expected to add readers' knowledge related for effective and fun learning media.

## I. Data Analysis

According to Subana (2000:38), determining the normality of data by conducting the steps as follows:

- a. Making the distribution table of frequency, with procedures:

- 1) Determining range (R)

$$R = [H - L] + 1$$

- 1) Determining class interval (K)

$$K = 1 + 3.3 \text{ Log } n$$

- 1) Determining the length of interval (P)

$$P = \frac{R}{K}$$

Table frequency of frequency distribution:

**Table 1.8.1**

### Distribution of frequency

Class Interval	$X_i$	$f_i$	$f_i \cdot x_i$	$x_i^2$	$f_i \cdot x_i^2$
1	2	3	4	5	6

- a. Determining central tendency, mean, median, and modus. According to Subana (2000: 65) are as follows:

1. Determining mean

$$X = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

- a. Looking for the standard deviation by using formula according to Sudjana (1988:93) are as follows:

$$S = \sqrt{\frac{\sum f_i \cdot (x_i - \bar{x})^2}{n-1}}$$

- b. Arranging the distribution of observation and expectation frequency by using the tables as follows:

**Table 1.8.2**

**Arranging the distribution observation and expectation frequency**

Class Limit	$Z_{Count}$	$Z_{Table}$	$L_i$	$O_i$	$E_i$	$\chi^2 =$ count
1	2	3	4	5	6	7

Determining Chi square count ( $\chi^2$ ) according to Subana (2000:124)

by using formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- c. Determining the degree of freedom with formula

$$df = K - 3$$

- d. Interpreting data normality by comparing Chi square count

( $\chi^2$ ) and Chi Square table ( $\chi^2_{table}$ ) with formula:

- IF ( $\chi^2$ ) < ( $\chi^2_{table}$ ), this data is normal
- IF ( $\chi^2$ ) > ( $\chi^2_{table}$ ), this data is not normal

## 2. Comparison Analysis

Subana (2000:162) says that the analysis involves the steps of:

Determining homogeneity of two variances by conducting the steps as

follows:

- a) Determining score F by using Formula:

$$F = \frac{Vk}{Vd}$$

- b) Determining the degree of freedom of the data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

- c) Determining homogeneity of the data with criterion:

It is called homogenous if  $F_{table} < F_{count}$

It is called not homogenous if  $F_{table} > F_{count}$

- d) Testing hypothesis by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{dsg}{n_1} + \frac{dsg}{n_2}}}$$

$X_1$  = mean of post test of the experiment group

$X_2$  = mean of post test of the control group

$n$  = the total number of cases

$dsg$  = cumulative standard deviation on f the experiment

group

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

$V_1$  = the post test standard deviation of the experiment group

$V_2$  = the post test standard deviation of the control group