

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is primarily a means of communicating thoughts from one person to another. Obviously, then, the major concern of the writer or speaker is to use language in such a way that it will communicate to other people the exact meaning which he wishes to convey.¹ With language, we can express our idea to another. People can take and give the informations with it. People can share what in their brain and can solve their problems with the language.

Language is the medium through which the child acquires the cultural, moral, religious, and other values of society.² No one can't life without society, and there is no society can't survive without language. Both of society and language are influence to another. People can relate with the member of society and also can educate the children with language about values of society.

Writing to communicate dates back thousands of years. Writing started as symbols on a cave wall, and then, about 3,500 years ago, people began to use alphabets.³ Writing become a

¹ Claude W. Faulkner, *Writing Good Sentence*, (USA, Charles Scribner's Sons: 1950 / 1957), revised edition, P.1.

² Wolfgang Klein, *Second Language Acquisition*, (New York: Cambridge University Press, 1990), p. 6

³ Cynthia A. Boardman, and Jia Frydenberg, *Writing to Communicate*, (united states of America: Pearson Longman, 2008), third edition, P.1

communication tool to convey the message to another. If there is no writing system, just little people knows about history, culture and society before us. And we can't get the knowledges greatly because almost all of the knowledges can we get from the texts. By writing system, we can express our ideas well. However, to get our meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot. Because writing has many contributions for our life, we can make a habit of writing to develop this skill.

Writing also considered as one important skill in islam, Allah SWT stated in the holy Qur'an (Al 'Alaq verse 4-5).

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“He who taught (the use of) pen. Taught man that which he knew not.” (Al 'alaq: 4-5)⁴

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.⁵ It is one of the important skills in English learning. Students should mastery this skill because it is very important to express their ideas through written texts. When the students study about that, almost of all the students interest to use the media which is fun and more enjoyable, so they feel comfort in the classroom.

⁴ Yousuf Ali, Abdallah, *The Glorious Qur'an*, (Beirut: Dar El-Fikr), p.1612

⁵ Harmer, Jeremy, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 31.

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom.⁶ Songs can make our feeling more comfortable in any conditions. When we feel bore, we can using songs to amuse ourself. The students in the classrooms often feel bore also because there are too materials which is given by their teachers. So, the teacher should use songs as teaching media in the classroom.

Based on my experiences when I practiced teaching in SMPN 28 Mangkang, almost of the teachers just use the pictures to teach descriptive text. No one who has the innovations media to teach it. So the researcher has the idea to using English songs to teach descriptive writing. The researcher wants to know the effectiveness of using English songs to teach it.

Furthermore, the researcher wants to take the research about The Effectiveness of using English songs to teach descriptive writing: an Experimental research with the eight grades of SMPN 28 Mangkang in the Academic Year 2012/2013.

⁶ Mol, Hans, *Humanising Language Teaching*, retrieved on 31-07-2012, www.hltmag.co.uk/apr09/less01.htm

The researcher hopes by using English songs for teaching writing, students will be more motivated, relaxed and interested so that they can develop their writing.

B. Definition of Key Terms

In this step the writer will clarify the meanings of the terms used in this thesis.

1. Writing

Writing is learnt, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meanings through and encouraging, positive, and cooperative environment with minimal interference.⁷ Students writing skills can develop by themselves, it means that the teacher just can give instructions to them about writing technique through any ways. The teachers should rise the student's awareness about advantages and important functions of writing skills. So, the students interest to improve their writing skills.

2. English Songs

Songs are part of daily life for most people.⁸ Songs can amuse the listener at all conditions. When we sad, we can reduce this feel with the happy songs. Songs can make our

⁷ Hyland, Ken, *Teaching and Researching Writing*, (Great Britain, Pearson Education: 2002), 1st edition, P.23.

⁸ Mol, Hans, *Humanising Language Teaching*, accessed on 31-07-2012, www.hltmag.co.uk/apr09/less01.htm

feeling more enjoyable. Songs can make our feelings more comfort and happy. It happen to the students too, they often feel bore in the class. According to Hans Mol, Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language.⁹

3. Descriptive text

Descriptive text is the text that describes something until the readers are like look, hear or feel the situations by themselves.¹⁰ It is used to describes a particular person, place or thing.

4. Experimental research

Experimental research uses an experiment that is designed specifically to rise the data that needed to answer the research questions. The research that use the experiment design has been claimed as the research type that the needest by a researcher.¹¹ There are two classes that is control class and experiment class. Both of the classes is given the different methods.

⁹ Mol, Hans, *Humanising Language Teaching*, accesed on 31-07-2012, www.hltmag.co.uk/apr09/less01.htm

¹⁰ M. Solahudin, *Kiat-kiat Belajar Writing*, (Jogjakarta: DIVA Press, 2009), 1st Ed., P.172.

¹¹ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2005), 5th Ed., p. 110.

C. Reasons for Choosing the Topic

These are the following reasons why the researcher chooses this research topic:

1. Writing is the important skill in language because it represents our thought, feeling and people understanding about what we write, especially in descriptive text.
2. The researcher wants to know the students' ability in writing a descriptive text. This study can develop the researcher's knowledges and experiences in teaching descriptive text to the students.
3. To improve students' ability to understand descriptive text and apply it effectively to their writing, so they can write clear, well organized essays effectively.

Therefore, the researcher chooses the title : The Effectiveness of Using English Songs to Teach Descriptive Writing: an Experimental research with the eight grades of SMPN 28 Mangkang in the Academic Year 2012/2013.

D. Questions of The Research

This thesis is guided through the following major questions: how is the effectiveness of using English songs to teach descriptive writing?

E. Objectives of the Study

In order to make the reader easily understand this research, the writer formulates the objectives of the study as follows: to describe how is the effectiveness of using English songs to teach descriptive writing.

F. Significance of the Study

There are some benefits of the result of this thesis:

1. For student

- a. To improve the students writing skill about descriptive text.
- b. To improve listening and writing skills of students in English.

2. For teacher

- a. To help teacher in providing active learning, creative, effective, and fun for students according to learning style.
- b. To increase awareness of teacher on students' learning difficulties and efforts to overcome and improve teacher performance to improve professionalism.

3. For researcher

This study can develop knowledge and experience in teaching writing to the student.