

CHAPTER II

THEORETICAL REVIEW AND HYPOTHESIS

A. Theoretical Review

1. Concepts of Song

a. Definition of Song

Song is a short musical work set to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.¹ In the other hand, song is a piece of short music, which includes the word, to be sung and can be used for teaching English for students.

Pop song is a top of the songs which (calculated by sales) is most popular during a given period of time.² Pop song is a song which is popular at this time and everyone knows or ever heard and listens.

b. Songs as Media in Language Learning

The using of media in teaching learning process is very important. The success or the failure of teaching learning process result is very much affected by several factors involved like the English teacher, the students, time allotment, the used of visual aid, methodology, and teaching material and other. Song is one of the general media that very useful in language learning. According to Tim Murphey, he said about the importance of music and song in language learning, and the following some of implications for teaching:

- 1) Songs stimulate student interest
- 2) Properly selected and adapted songs help the readers understand and remember the content of accompanying verbal materials
- 3) Simple song can be effective as information transmitter.³

¹Americana Corporation, *The Encyclopedia Americana International Edition*, Vol.25, (New York: Inter-American Copyright Union, 1976), p.220.

²AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1974), 3rd Ed., p. 648.

Songs are one method for achieving a weak affective filter and promoting language learning. Lo and Li in Schoepp's journal suggest that songs provide a break from classroom routine, and that learning English through songs develops a non-threatening atmosphere in which the four language skills can be enhanced.⁴ By listening to the music, it can make relax children's mind, and increase the children's competent to thinking abstractly and to arrange the logical reasons.⁵ Music and songs are very influence the children's mind, to be more relax to get an idea when they write something.

c. Advantages of Using Songs in Writing Classroom

There are many advantages of using songs in the classroom, according to Eken, song not only can develop the four skill areas, e.g.; reading, writing, listening and speaking, but also song can be used:

- 1) To present a topic, a language points, etc
- 2) To practice a long points, lexis, etc
- 3) To focus on common learners errors in amore direct way
- 4) To encourage extensive and intensive learning
- 5) To stimulate discussion of attitudes and feelings
- 6) To encourage creativity and use of imagination
- 7) To provide a relaxed classroom atmosphere
- 8) To being variety and fun to learning.⁶

From the statements above, the writer can conclude that song offers the high imagination and encourage the students' creativities in every skill. It can be help students to gain the ideas in writing too.

Songs also can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm,

³Tim Murphey, *Music and Song*, (New York: Oxford University Press, 2002), pp. 7-8.

⁴Kevin Schoepp, "Reasons for Using Songs in the ESL/EFL Classroom", *The Intenet TESL Journal*, Vol. VII, No. 2, February 2001, <http://iteslj.org/>, p. 1. Retrieved on June 4, 2009

⁵Don Campbell, *Efek Mozart Bagi Anak-anak*, (Jakarta: PT. Gramedia Pustaka Utama, 2002), p. 227.

⁶Kevin Schoepp, *loc. cit.*

adjectives, and adverbs.⁷ The teacher can explain about the grammatical with the song lyric because it's more understandable and easy to teach in writing skill.

d. Some Procedures in Implementing Songs in Writing Classroom

Choosing the right song for students in junior high school is not easy, the teacher should choose an Indonesian pop song that expressing a descriptive something and then translate into English language. Here the writer offers some suggestions in choosing the Indonesian pop song:⁸

1. The teacher should take a look at level of students
2. The teacher should choose the song that already familiar to students (teenagers)
3. The teacher should choose the song carefully in which the lyrics of song there is a descriptive expression or sentences

The teacher should decide the theme or topic and words before starting the lesson.

Saricoban and Metin said that the best songs would be those that are either familiar to the children.⁹ It means to make the students more interested and easy to understand in learning English. There are some procedures to apply the songs in classroom:

- 1) **Filling in the blanks**, songs are often used in this way in the ESL classroom. You can carefully choose which words to blank out depending on what lexical area you want your students to work it.
- 2) **Listening comprehension**, get your students thinking about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension, there are a variety of

⁷Arif Saricoban and Esen Metin, "Songs, Verse and Games for Teaching Grammar", <http://iteslj.org/>, p. 1. Retrieved on June 11, 2009

⁸*Ibid.*, p. 2.

⁹*Ibid.*

exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc.

- 3) **Phonetics**, you can use a song with a clear rhyme pattern to do some phonetics work on particular phonemes.
- 4) **Strips of paper**, the lyrics you will find on the site can be cut up into strips which then need to be reconstructed as the song unfolds. Each student is given a strip to memorize beforehand and the students then work among themselves to `physically` rebuild the song.
- 5) **Vocabulary**, you can ask the students to write down all words and phrases that they hear and share them with the class. Then let them listen again with the lyrics and go over vocabulary. It is interesting to provide lyrics with several small mistakes and have students see if they can hear where they are.¹⁰

For teenagers or adult in the intermediate or advanced level, it is better to use more meaningful or popular songs, which not only review or introduce grammar points but also reflect cultural aspects. At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher level, where the practice of grammar point is at the foreground, songs can be used with several techniques. Some examples of these techniques are:¹¹

- a) Gap fills or closes texts
- b) Focus questions
- c) True-false statements
- d) Put these lines into the cutters sequence
- e) Dictation
- f) Add a final verse
- g) Circle the antonyms/synonyms of the given words
- h) Discuss

¹⁰*Ibid.*, p. 4.

¹¹*Ibid.*, p. 2.

In writing class, Murphey has said that anything we can do with a text we can also do with songs, or texts about songs, here are some additional things we might do with music and song in teaching:¹²

- 1) Translate songs
- 2) Write dialogues using the words of a song
- 3) Use video clips in many ways
- 4) Do role-plays(as people in the song, or the artist)
- 5) Use music for background to other activities
- 6) Energize or relax classes mentally
- 7) Learn about your students and from your students, letting them choose and explain their music
- 8) Have fun.

2. Concept of Motivation

a. Definition of Motivation

Motivation derives from the word “motive”. It is means the power within the individual it self that cause him/ her to act.¹³ W. S. Winkel as quoted by Hamzah Uno says that motive is driving force inside a person to do certain activity to reach specific purpose.¹⁴ Thereby, motivation is an encouragement inside a person to changes behavior to be better to fill their need.

Mc Donald defines that motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions.¹⁵

The human’s behavior is pushed by certain motives, and the learning process will be success depends on students’ motivation.¹⁶ Gardner as quoted by Nunan states that motivation refers to the

¹²Tim Murphey, *op.cit.*, p. 10.

¹³Hamzah B. Uno, *Teori Motivasi dan Pengukuranya*, (Jakarta: Bumi Aksara, 2008). p. 3.

¹⁴*Ibid.*

¹⁵Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2008). p. 106.

¹⁶Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2008), p. 157.

combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes learning toward the language. That is, motivation to learn second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.¹⁷

Thus, motivation is something that courage someone to do the best to reach the goals that she/ he wants. In this case, motivation is very significant factor in teaching learning process. Teacher may have a success in his/ her teaching when his/ her students are well motivated. By being motivated, students can have interest or motive to reach success of their learning and it can be reached with the effort to pursue the goals it self. Students who have low motivation usually will fail in their study.

b. Types of motivation

Motivation is also typically examined in terms of the divided intrinsic and extrinsic motives of the learners.¹⁸

1) Intrinsic motivation

Intrinsic motivation comes from within individual. It is motives that active without stimulation from outside, because there was impulse on individual it self to do something.¹⁹ Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves fell better.

2) Extrinsic motivation

Extrinsic motivation is impulse toward person behavior that comes from outside the act that his do. Person does something because impulse from outside like reward and avoid punishment.²⁰

¹⁷David Nunan and Clarice Lamb, *The Self Directed Teacher Managing the Learning Process*, (USA: Cambridge University Press, 1996), p. 210.

¹⁸H. Douglas Brown, *Principles of Language Learning and Teaching*, (Longman: A Pearson Education Company, 2000), 4th Ed., p. 162.

¹⁹Sardiman A. M., *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2007), p. 89.

²⁰Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2006), p. 91.

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.²¹

Thus, students who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

c. Arousal: Necessary for learning

Arousal is both a psychological and a physiological state. Psychologically, arousal refers to alertness or attentiveness. We know that the introduction of novel stimulation, for example, a movement or change in the teacher's voice level, or the assignment of a task can all elevate the level of arousal.²²

Arousal is an important variable in the motivation-learning equation. However, this arousal-motivation-learning connection is not a simple linear one in which more is better. According to Morris, arousal needs to be at an optimal level, since too little or too much can be detrimental to performance.²³

According to Random House Webster's College Dictionary, the term arouse has meaning to stir to action or strong response.²⁴ In this study, arouse means to wake up the student's imagination to get some ideas in learning written text.

²¹H. Douglas Brown, *op.cit.*, p. 164.

²²Tan Oon Seng, *et.al.*, *Educational Psychology: A Practitioner-Researcher Approach (Asian Edition)*, (Singapore: Seng Lee Press, 2003), p. 277.

²³*Ibid.*

²⁴*Random House Webster's College Dictionary*, (USA: Random House Edition, 2001), 2nd Ed., p. 69.

3. Concepts of Imagination

a. Definition of Imagination

Imagination is the formation of mental image of something that is not perceived as real and is not present to the sense.²⁵ Imagination is the ability to create pictures in your mind.²⁶ The mind used for thinking, scheming, contriving, remembering, creating, fantasizing, and forming an opinion.

Aristotle said that the imagination bridges the gap between “images” and “ideas”, means the rational thought takes place in the form of images, and then the images and ideas are stored and combined in the imagination. Thus, imagination is implied as an actual space or medium in the individual’s mind, and in this space, it has a power to combine the images and ideas.²⁷

Most of teachers, parent, and children have told about their imagination experiences and the advantages exercises in their daily life. Imagination is the nature way that can produce the changes, even before we start to realize it. Thinking consciously by using imagination exercises has a big potential to help someone to get a success in educational world and personal live. The exercises should be concord with definite curriculum and also the environment that become coordinating institution of all the kind of educations.²⁸

Dr. Lane Longino Waas said that she have tried the imagination experiences involved with psychosintesis experiences. Psychosintesis is combination with mind, body, and soul of person and the theory method is imagination.²⁹ It can change a human character to be a good person, such as more confidence, creative, and care with

²⁵ <http://www.thefreedictionary.com/imagination>. Retrieved on January 4, 2009.

²⁶ *Oxford*, (New York: Oxford University Press, 2000), 6th Ed., p. 646.

²⁷ Americana Corporation, *The Encyclopedia Americana International Edition*, Vol.14, (New York: Inter-American Copyright Union, 1976), p.798.

²⁸ Lane Longino Waas, *Imagine that!(Ayo, berkhayallah!)*, terj. *Imagine that! Awareness Through Imager*, oleh Ibnu Setiawan, (Bandung: MLC, 2005), p. 212.

²⁹ *Ibid.*, p. 35.

each other, etc. Imagination has been a good method in educational world. Because imagination ever used by children before their ages are not enough to go to school yet, such as, they ever use when they do a role-plays, like imitating their father or mother activity or an artist action. Until know imagination method still used in some school, university or college.

b. The Advantages of Using Imagination for Learning

The following phenomena show the advantages of using imagination, there are:³⁰

- 1) Higher students' enthusiasm in learning
- 2) Improve students' self confident
- 3) Make students' memory better
- 4) Make students' respect with themselves and others
- 5) Improve students' health
- 6) Make students' mental more flexible
- 7) Sharpen students' imagination, creativity, and intuition
- 8) Make thinking skill more brilliant
- 9) Improve students' self reliance
- 10) Control students' behaviors more
- 11) Make students' able to express opinion/thinking better
- 12) Make students' more relaxed
- 13) Improve students' listening skill
- 14) Improve students' motoric skill
- 15) Improve students' socialization skill
- 16) Give more personal satisfaction

From those categories, someone who often use his/her imagination or do imagination exercises will get some or all those improvements.

³⁰*Ibid.*, p. 45.

c. Imagination in Writing

Imagination is used in two slightly different ways, which are often distinguished as imitative and creative imagination, by Smuel Tylor Coledge in his *Biographia Literaria* (1817):

- 1) Imitation Imagination, which called “*furay*” is very close in meaning to memory and refers to the reconstruction in the mind of past events.
- 2) Creative Imagination, is related to thought or reasoning and involves the restructuring of previous sensory impressions. But E.B Titchener believed that thought couldn’t take place without some types of mental image being present, the recombining of images to form novel patterns is considered to be the basic of creativity. Creativity imagination may take many forms, on of the more common of which is daydream.³¹

In writing skill, in order to effort the daydream more accessible is how far we imagine well. To make the effort is balancing with our imagination, the daydream should the really you interest to.³² In the other hand, imagination is crucial for good writing and at the same undeniably connected to the acquired skill and knowledge. We can arouse the imagination from our sensory perception, such as, we see, we smell, and we hold.³³ After that we can write everything that they fell.

Imagination also depends heavily on rational thinking. A different person has different imagination. He or she also has difference of how long she or he can imagine something in her or his mind. Writing a descriptive essay can be very difficult. Sometimes the students can sit for hours staring into space not knowing what to write.

³¹Americana Corporation, *op.cit.*, pp.797-798.

³²Carmel Bird, *Menulis Dengan Emosi: Panduan Empatik Mengarang Fiksi*, terj. Dear Writer: *The Classic Guide To Writing Fiction*, oleh Eva Y. Nukman, (Bandung: Kaifa, 2001), Cet. 2, p. 95.

³³*Ibid.*, p. 62.

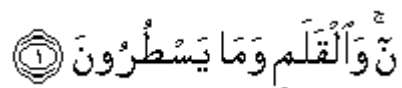
In every kind of writing, we need idea, so does descriptive. By playing the songs in the classroom will make the students more confident and feel better, this method called suggestopedia.³⁴ That is why the Indonesian pop songs will use as a medium to help the students create an idea in their mind.

4. Concepts of Writing

a. Definition of Writing

According to Sokolik in Linse's book, writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is published and comprehensible to readers.³⁵

The media of writing are pen, paper, computer word files, live chat, etc. Pen as one of the media to write was explained by Allah in *surat Al-Qolam*:³⁶



“1. Nun. By the pen and what they write”³⁷

Based on the verse above, the word “*qolam*” explains the tool to write (pen). It still has relation with the meaning of the word “*qolam*” that is on the *sura al-‘alaq* verse four. Allah explained that He taught man by pen, especially what written by pen. Both simple medium like a pen, pencil have important role in writing.

According to *Al-Alusy's commentators* those verses (*al-‘alaq and al qolam*) explain that Allah SWT taught man by the pen or without pen which shows that Allah has two ways to teach man. First,

³⁴Diane Larsen-Freeman, *Teacher's handbook for the Video Series Language Teaching Method*, (New York: united States Department of State Washington, 1990), p. 26.

³⁵Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill companies, 2006), p. 98.

³⁶M.Quraish Shihab, *Tafsir Al-Quran Al-Karim Atas Surat-surat Pendek Berdasarkan Urutan Turunnya Wahyu*, (Bandung: Pustaka Hidayah,1997), p. 98.

³⁷Mahmud Y. Zayid, *The Meaning of The Quran An English Translation*, (Lebanon: Dar Alchoura, 1980), p. 425.

He taught man by pen (written) that have to be read by human. Second, He taught man directly, without any device, which is common called as *'ilm ladunny*.³⁸

The written text can be used to communicate with other, when it can be read and understood by the reader. In other words, the writer communicates his/her ideas in the form of a written text, which the idea and the meaning are extracted by every reader.

To begin writing, we must have an idea. The idea may come from our personal or other experiences. Through writing, we can describe, explain, argue, justify, discover, create, reflect, destroy, and built our own lives.

Writing a text in English language is not a simple as we think. There is a significant difference from between first and second language. Therefore, the teacher are demanded to set the technique as well as possible in order the students can produce a good text in the classroom.

b. Types of Writing

Table 1

Personal Writing	Public writing	Creative writing
Diaries Journals Reminder for oneself Public list Addresses Recipes	Letters of (inquiry, complaint, request) Form filling applications (for membership)	Poems Stories Rhymes Drama Song Autobiography
Social Writing	Study writing	Institutional writing

³⁸ *Ibid*, p. 101.

Letters	Making notes while reading	Agenda
Invitations	Making a card index	Memoranda
Notes of (condolence, thank, congratulations)	Summaries	Report
Telegrams	Synopsis	Review
Telephone message	Report of (experiment, workshop, visits)	Contract
	Essay	Business letters
	Bibliography	Public notice
		Advertisement

Source: Jo Mc Donough & Christopher Shaw.³⁹

Based on the table above, the writer defines that:

1. Personal writing is writing wrote by the writer so that they can read the text again at later time solely. The writer just expresses their idea, not communicating them to others.
2. Public writing is writing wrote by the writer so that it can be read and comprehended by readers. In other words, the writer not only expresses their idea but also communicate them to other readers.
3. Creative writing is considered to be any writing, fiction, poetry or non-fiction. This writing wrote creatively. It is when the writer says something in his/her owns creative way and he/ she describes the person, place or thing. For example, the snows are as white as your skin.
4. Social writing is considered to any writing related to social condition, especially in human society.
5. Study writing is for students at intermediate level and above who need to develop their writing skills and write better academic essay, projects, research article or thesis.
6. Institutional writing is considered to any formal writing for officer to communicate their business.⁴⁰

³⁹McDonough, Jo. & Christoper Shaw, *Material and Method in ELT*, (Oxford: Blackwell Publishing, 2003), p. 155.

⁴⁰Hamp-Lyous, Heasley, *Study writing*; 2nd Ed., <http://www.cambridge.org/elt-projectpage.asp?id=2500287>. Retrieved on July 28, 2009.

c. Features of a Well-Written Text

A well-written exhibits two important features, it has unity, coherence and cohesion.

1) Unity

The word 'unity' is synonymous with 'oneness'. All sentences in a paragraph should focus on the one thing expressed in the topic sentence; all the topic sentences stick together. Unity can be achieved as long as the paragraph has a good and clear topic sentence. If not, we will find it very difficult to control the flowing-in of information. As a result, we might include irrelevant pieces of information into the paragraph we are writing. Once again, it would be wiser for us to place the topic sentence at the very beginning of the paragraph.⁴¹

2) Coherence

Coherence is the quality that makes a text conforms to a consistent word's view based on one's experience and culture or convention, and it should be viewed as a featured related to all three participants in the interactive process: the writer, the written text and the reader. The notion of coherence thus incorporates ways and means by which ideas and propositions in a text are resented conceptually. It is the result of the writer's plan and relates to the discourse world of written texts to pragmatic features, and to a content area; it is usually fits a conventionally and culturally acceptable rhetorical organization, sequence and structure.⁴²

When a text is coherence, the reader can understand at least two things:

- a) The Writer's Purpose – the reader should be able to understand what the writer's purpose is. Is it to give information, suggest a

⁴¹Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p. 20.

⁴²Marianne Celce-Murcia & Elite Olshtain, *Discourse and Context in Language Teaching; A Guide for Language Teacher*, (Cambridge University Press: United Kingdom, 2000), p.125.

course of action, make a judgment on a book or play, or express an opinion about world event.

- b) The Writer's Line of Thought – the reader should be able to follow the writer's line of reasoning if the text is a discursive piece. If it is a narrative, the reader should be able to follow the story and not get confused by time jump, of too many characters, etc.

3) Cohesion

Cohesion is an overt feature of the text, providing surface evidence for the text's unity and connectedness. Cohesion is realized linguistically by devices and ties that are elements or units of language used to form a larger text (spoken or written). As a simple example of how some cohesive devices work, consider the following sequences of sentences is taken from a narrative constructed by a young child.

(1) There was a little boy who had a dog and a frog. (2) One day the frog got out of the jar and ran away. (3) The boy and the dog looked for the frog everywhere, but they could not find it.

The three main characters in the story are all introduced as new information with the indefinite article in sentence (1). *The frog* is referred to again in sentence (2) through logical repetition and the use of definite article to indicate old information with strong topic continuity. *The jar* is presented as information associated with the frog through the use of the possessive adjective *its* in sentence (2). *The boy* and *the frog* are signaled as old or known information through lexical repetition and the use of definite article in sentence (3). The *but* introducing the last clause of sentence (3) signals an adverse result of outcome. The three sentences are related to one another through the consistent use of the past tense verb forms: *was*, *had*, *got out*, *ran away*, and *looked*. The child

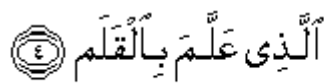
telling this brief story managed to present a well-connected cohesive English text.⁴³

In conclusion, the relationship between unity, coherence and cohesion is quite significant. A text which sentences is related each other is not enough without the unity among the topic sentences to the supporting sentences.

d. Teaching Writing

Teaching English at junior high school encompasses the four language skill. They are taught in integrated manner; therefore we can't separate them from one another because they are related to each other. Writing is the last skill in English that we can't ignore.

In Islam, writing is the skill that taught by Gabriel to the prophet Muhammad SAW when he got the first revelation from Allah, beside he is taught to read, he is also taught to write, Allah has stated in the holy Qur'an sura *Al-'Alaq* verse: 4



” 4.who taught by the pen.”⁴⁴

The word *Qalam* in verse 4 of sura *al-Alaq* has meaning of the tool to write (pen). It means that pen used to write, and the result of using pen is written.⁴⁵

Based on those verses, Allah explained that He taught human being by pen (*Qalam*). Discovery of pen and writing are the greatest gift from the God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of written and writing have important roles.⁴⁶

Now the writing texts in syllabus of English lesson for junior high school at 2nd grade in first semester are about descriptive and

⁴³*Ibid.*, p. 126.

⁴⁴Mahmud Y Zayid, *op.cit.*, p.457.

⁴⁵M. Quraish Shihab, *op.cit.*, p.98.

⁴⁶*Ibid*, p.99.

recount text. Write the descriptive and recount text are one of the standard competences in writing skill to express the meaning of functional written text and simple short essay in descriptive and recount form to interact with the environment. The competences basic are:

- 1) To express the meaning of simple short functional written text with oral language accurately, fluently and acceptance to interact with the environment.
- 2) To express the meaning and rhetorical step in simple short essay with oral language accurately, fluently and acceptance to interact with the environment in descriptive and recount text.⁴⁷

5. Concepts of Genre (Kinds of Text)

a. Definition of Genre

Methods and suggestion about teaching writing are based on a theory known as ‘genre theory’.

Genre is a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions. For example: business reports, news broadcasts, speeches, letters, advertisements, etc.

In constructing texts, the writer must employ certain features conventionally associated with texts from the genre in which he or she is writing. In reading, a text the reader similarly anticipates certain features of the text based on genre expectations.⁴⁸

Genre is a type of writing which members of discourse community would instantly recognize for what it was. Genre has important role in teaching-learning process, because it can produce the

⁴⁷Departemen Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan untuk Sekolah Menengah Pertama dan Madrasah Tsanawiyah*, (Jakarta: PT. Binatama Raya, 2007), p.221.

⁴⁸Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*,(London: Pearson Education Limited,2002), p.224.

goal of communication based on the function of language in social interaction.

b. Kinds of Genre

There are many kinds of genre which are taught to the students. It can be seen as follows:⁴⁹

1. Story genres

It is called as literary texts, which are constructed to appeal our emotions and imagination.⁵⁰ It involves:

- 1) Narrative
- 2) News Story
- 3) Exemplum
- 4) Anecdote
- 5) Recount

2. Factual genres

The texts present information or ideas and aim to show and tell or persuade the audience. It involves:

- 1) Procedure
- 2) Explanation
- 3) Report
- 4) Exposition, it has two kinds:
 - a. Analytic exposition, it is to persuade the reader or listener that something is the case.
 - b. Hortatory exposition, It is to persuade the reader or listener that something should or shouldn't be the case.
- 5) Discussion⁵¹

Different genres deploy the resources for meaning, making through the grammar in different ways. For example, recounts that retells an event, tends to use simple past tense. Whereas, report that

⁴⁹Mark and Kathy Anderson, *Text Types In Teaching*, (Australia: Macmillan education Australia, 1997), p. 15.

⁵⁰*Ibid.*, p.1.

⁵¹*Ibid.*, p. 2.

tells about what the phenomenon under discussion is like in term of part, qualities, habits or behaviors, tends to use simple present tense.

It should be noted that systematic linguists did not invent genres, their stages and characteristic linguistic features. The genre were described already out there in school and non-school environments. These genres arouse in social interaction to fulfill humans' social. All genres are equally valuable. However, they are not all equally, valued, especially in schools. When genre theory suggests that all students are taught the genres in school, they are not suggesting that genre the only genres around, nor more valuable than others genre used in the community. There are several genres, they are:⁵²

a. Spoof

To retell an event with humorous twist

b. Recount

To retell events for the purpose of informing or entertaining

c. Report

To describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment

d. Analytical exposition

To persuade the reader or listener that something is the case

e. News item

To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

To share with other an account of unusual or amusing incident.

g. Narrative

To amuse entertain and to deal with actual or vicarious experiences in different ways. It deals with problematic events that lead to

⁵²Agus Siswanto and Rohmadi AF., *English Revolution Genre Brilliant Solution Synonym Antonym*, (Jepara: MAWAS PRESS, 2007), 2nd Ed., pp. 31-32

crisis or retiring point of some kinds, which in turn to find resolution.

h. Procedure

To describe how is something accomplished through a sequence of actions of steps.

i. Descriptive

To describe a particular person, place or thing.

j. Hortatory exposition

To persuade the reader or listener that something should not be the case.

k. Explanation

To explain the process involved in the formation or working of natural or socio-cultural phenomena

l. Discussion

To present (at least) two points of view about an issue

m. Review

It is to critic an artwork or event for a public audience (film, performance, books and etc)⁵³

Every genre has characteristics such as objective, structure of the text and linguistic characteristic. By the study kinds of genre the students are expected to be able to communicate whether their spoken or written after they graduate from the junior high school.

6. Concepts of Descriptive Text

a. Definition of Descriptive Text

Description is writing by describing object by using the five sense, they are sight, sound, touch, smell and taste. The focus depends on which sense, writer's age, and readers emotion that will be showed to the readers.⁵⁴ In other words, descriptive is a text that describes the

⁵³*Ibid.*, pp. 33-37.

⁵⁴<http://ierg.net/confs/2003/proceeds/Barbera.pdf>. Retrieved on January 4, 2009.

features of someone, something or place based on the real condition of them.

Descriptive text is include on creative writing of writing types, because the writer says something in his/her owns creative way and he/she describes the person, place or thing, and its appropriate with the communicative purpose of descriptive text is to describe a particular person, place, or thing.

The curriculum of English subjects in Indonesia have used some kinds of genres in junior high school and in senior high school to taught their students, and descriptive text is one kind of genre that used in junior high school.

b. The Characteristics of Descriptive Text

Genre much deals with kinds of texts. It has: Communicative purpose/social function, generic structure/text organization, and linguistic features. The characteristics that descriptive text has are:

1. Communicative Purpose

To describe a particular person, place, or thing.

2. Generic Structure

a) Identification: identifying phenomoun of the subject that will be discribed.

b) Description: discribe the parts, the qualities, the features, the behavior, the charcters of the subject.

3. Grammatical Features

The grammatical features that descriptive text uses are:

a) Simple present tense.

b) Detailed noun phrase; to inform about the subject, for example:
It was a large open rowboat, a sweet young lady, etc.

c) Some kind of adjectives that has describing, numbering, and classifying something, for example: two strong legs, sharp white fangs, etc.

- d) Relating verbs; the verb that used to give the information about the subject, for example: My mum is really cool, it has very thick fur, etc.
- e) Thinking verbs and feeling verbs; for express the writer opinion about the subject, for example: Police believe the suspect is armed, I think it is a clever animal, etc.
- f) Action verbs, for example: Our new puppy bites our shoes, etc.
- g) Adverbials; to give addition of information about the action, ex: fast, at the tree house, etc.
- h) Figurative language; like simile and metaphor, ex: John is white as chalk, sat tight, etc.⁵⁵

The example of descriptive text sentence:

<i>Identification</i>	←	Dion is my interesting classmate in my school.
<i>Description</i>	{	He is medium height, with short black hair. He is in his early thirties now. With his great sense of humor, he can turn boring situation into very fun. He always neat un wearing clothes. Bright colors are his favorite. He always looks very attractive something bright. In addition, he is imaginative, hardworking and also very easy going. No matter if he has allot of friends.

B. Previous Research

The writer has some relevant previous researches that support, there are:

1. Thesis entitled, *The Contributing of Musical Imagination Tour as A Technique to Improve Students Ability in Narrative Writing (A Action Classroom Research in The Students Second Grade of SMA N 1 Semarang)*, by Zuli Anggraini.⁵⁶ She was using the music as a media to arouse students'

⁵⁵Agus Siswanto and Rohmadi AF., *op.cit.*, p. 12.

⁵⁶Zuli Anggraini (NIM: 03420346), *The Contributing of Musical Imagination Tour as A Technique to Improve Students Ability in Narrative Writing (A Action Classroom Research in The Students Second Grade Of SMA N 1 Semarang)*, (Semarang: English Department and Education Faculty UNNES, 2006), Unpublished thesis.

imagination for writing narrative ability, and the result was significant. Musical imaginative tour could be an affective to improve students' ability in writing narrative in second grade of SMA N 1 students. This result motivated the writer to do the research with the same media by listen the music in order to improve students' imagination especially in writing. But the writer will used Indonesian pop songs as a medium in teaching writing.

2. Thesis entitled, *The Use of Picture As Media in Writing A Descriptive Text in The Case of Year VII Students of SMP N 1 Tarub, Tegal in The Academic Year of 2006/2007*, by Tri Yuliani.⁵⁷ She was using picture as media to teach the students in writing descriptive text, and the result of the achievement of students that using picture in writing descriptive text was better than those taught with a conventional method. This result motivated the writer to do the research with the same genre.

Because of those success researches, the writer tried to do another research related to this. The writer will do an experimental research in teaching descriptive writing using Indonesian pop songs as a medium, not using pictures and musical imaginative. The writer conducted the research with 8th grade students of MTs Salafiyah Kajen Margoyoso Pati. Therefore, the differences between their research and the writer research were in media used, setting, and participants. In those two studies, the writer's research was difference research of those studies in order to improve students' imagination during writing.

C. Hypothesis

The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and

⁵⁷Tri Yuliani (NIM: 03420318), *The Use of Picture As Media in Writing A Descriptive Text in The Case of Year VII Students of SMP N 1 Tarub, Tegal in The Academic Year of 2006/2007*, (Semarang: English Department and Education Faculty UNNES, 2006), Unpublished thesis.

proved.⁵⁸ Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

The hypothesis of this research is that the used of Indonesian pop songs are effective to arouse students' imagination in writing descriptive text.

⁵⁸Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116.