

The Effect of Using Song Media on Narrative Writing Skills of Tenth-Grade Students at Senior High School

Jusrianto Jala¹, Idayanti²

¹² Universitas Muhammadiyah Sidenreng Rappang

Email : jusriantojala1985@gmail.com

ARTICLE INFO

Keyword: Narrative Writing, Song Media, Writing Skills

©2025 . Jusrianto Jala, Idayanti

: This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International.



ABSTRACT

This study aims to obtain comprehensive data and information regarding the effect of using song media on the narrative writing skills of tenth-grade students at SMA Negeri 1 Panca Rijang, Sidenreng Rappang Regency, during the 2024/2025 academic year. The population consisted of all tenth-grade students, totaling 360, from which 10% (40 students) were selected as the sample. The data were collected using documentation techniques and written tests. The instrument used was a song lyrics test, where students were tasked with transforming the lyrics into narrative compositions. The research results indicate a significant effect of using song media on students' narrative writing skills. This is evidenced by the higher average score of the experimental group (78) compared to the control group (66). Therefore, the alternative hypothesis stating that "there is an effect of using song media on narrative writing" is accepted, while the null hypothesis is rejected.

INTRODUCTION

Language is a fundamental aspect of human culture and communication. It serves not only as a means of conveying thoughts and ideas but also as a tool for building and developing a nation's identity and cultural heritage. In the context of education, the Indonesian language plays a central role in shaping students' linguistic competence, enabling them to communicate effectively and appropriately in various contexts. One of the key goals of teaching the Indonesian language is to develop students' proficiency in the four core language skills: listening, speaking, reading, and writing. Among these, writing is considered one of the most complex skills to master. It requires the ability to express thoughts clearly, organize ideas logically, and use proper language structures. Writing enables students to communicate their experiences, emotions, and understanding of the world in a structured and meaningful way.

In language learning, writing is classified into several types, including narrative, descriptive, expository, and argumentative writing. Narrative writing, in particular, focuses on telling a story or recounting events in a coherent sequence. It helps students develop creativity, critical thinking, and the ability to organize ideas in a chronological and logical flow. However, teaching writing, especially narrative writing, presents significant challenges. Many students struggle to generate and organize ideas, develop coherent paragraphs, and use appropriate vocabulary and grammar. These issues often result in writing that lacks clarity, coherence, and logical structure. Observations at SMA Negeri 1 Panca Rijang revealed that students in Grade X had difficulty in composing narrative texts with a clear storyline and proper language use.

Several factors contributed to the students' low performance in narrative writing. These include lack of interest in writing, limited vocabulary, inability to organize ideas logically, and the teacher's difficulty in choosing effective teaching methods. As a result, students often produce disjointed texts with inconsistent ideas and grammatical errors, reflecting their limited mastery of narrative writing skills. To address these challenges, it is essential to adopt innovative teaching strategies that can engage students and stimulate their creativity. One such strategy is the use of song media in writing instruction. Songs, with their rhythmic and poetic lyrics, can inspire students to imagine, interpret, and recreate stories in written form. By listening to songs, students may better visualize events and emotions, which can then be translated into narrative texts.

Song media serves as an effective audio tool that appeals to students' auditory senses and emotional engagement. Through this method, students can be encouraged to transform song lyrics into narrative compositions, improving both their motivation and writing abilities. This approach allows for a more enjoyable and meaningful learning experience, fostering greater student participation and learning outcomes. Based on these considerations, this study seeks to investigate the effect of using song media on the narrative writing skills of tenth-grade students at SMA Negeri 1 Panca Rijang. The research is expected to provide insights into the potential of integrating music into language instruction as a way to enhance students' writing performance and overall language development.

LITERATURE REVIEW

Writing is one of the essential language skills that students must master. It serves as a medium through which individuals can express their ideas, thoughts, and experiences in a structured and coherent manner. According to Sudjana (1993), writing is a complex skill that requires continuous practice and the integration of various language elements, such as vocabulary, grammar, organization, and creativity. Without adequate training, students may find it difficult to translate their ideas into clear and logical written forms.

Narrative writing is a specific genre of writing that focuses on storytelling. Keraf (2001) defines narrative as a form of discourse that aims to tell a series of events arranged chronologically to give meaning and reflection to the writer's experiences. Likewise, Semi (1990) emphasizes that narrative writing involves the description of events in a way that appeals to the reader's senses, making them feel as though they are witnessing the events firsthand. Mastery of narrative writing allows students to recount personal experiences, fictional stories, or real-life events in a meaningful and engaging way.

Despite its importance, many students face difficulties in narrative writing. These challenges often stem from an inability to generate ideas, organize thoughts, and construct grammatically accurate sentences. Students also struggle with maintaining logical sequencing and developing coherent paragraphs. Such problems result in narrative compositions that are fragmented, unclear, and lacking in expressiveness and flow. These issues are particularly evident among tenth-grade students, as observed in various Indonesian high schools, including SMA Negeri 1 Panca Rijang.

Several factors contribute to the low performance in writing among students. These include a lack of motivation, limited vocabulary, poor grammar skills, and insufficient exposure to creative teaching methods. Additionally, many teachers face challenges in engaging students during writing activities due to the absence of innovative learning media. Traditional methods may fail to stimulate student interest and fail to provide meaningful contexts for writing practice.

The use of media in education, particularly in language learning, has been recognized as an effective tool to enhance student engagement and achievement. Media can provide rich and stimulating input that activates students' senses and imagination. One such media is song, which combines melody, rhythm, and lyrics to convey emotions and narratives. Songs can create an enjoyable and relaxed learning environment that encourages students to participate more actively in writing activities.

Song lyrics, when used appropriately, can serve as a source of inspiration for students to write narratives. The poetic nature of lyrics, often filled with imagery and emotional content, can help students visualize events and emotions, thus enabling them to develop narrative texts with more depth and creativity. As stated by Atar Semi (1995), using creative approaches such as music can improve students' writing fluency and enhance their overall language competence.

In addition, the integration of song media in writing instruction aligns with constructivist learning theories, which emphasize the importance of active student involvement and contextual learning. By transforming song lyrics into narrative texts, students are encouraged to engage in interpretation, synthesis, and expression. This process helps to

build their critical thinking skills and fosters a deeper understanding of narrative structures.

Therefore, the implementation of song media in teaching narrative writing presents a promising approach to address the difficulties students face in writing. It not only provides a novel and enjoyable experience but also serves as an effective medium for language development. This literature review highlights the theoretical foundations and pedagogical benefits of using song media, which form the basis for the present study.

METHOD

This research employed a quantitative experimental method to examine the effect of using song media on students' narrative writing skills. The study involved two groups: an experimental group that received instruction using song media and a control group that was taught using conventional methods. The research was conducted at SMA Negeri 1 Panca Rijang, Sidenreng Rappang Regency, during academic year. The population of the study consisted of all tenth-grade students of SMA Negeri 1 Panca Rijang, totaling 360 students. From this population, a sample of 40 students (10%) was selected using a purposive sampling technique. The sample was divided equally into two groups: 20 students in the experimental group and 20 students in the control group. The selection of participants considered their general academic abilities to ensure comparable baseline writing proficiency.

The main variables in this study were the use of song media (independent variable) and students' narrative writing ability (dependent variable). Song media refers to the use of audio materials—specifically song lyrics—that students listened to and interpreted in the form of narrative compositions. The purpose was to assess whether exposure to music could influence students' ability to structure and express their ideas in narrative form. Data were collected using documentation and written test techniques. The primary instrument used was a narrative writing test in which students were asked to convert song lyrics into narrative texts. The test was designed to evaluate students' abilities in expressing ideas, organizing content, and using proper grammar and vocabulary. Scores were assigned based on a standardized rubric measuring aspects such as content development, coherence, language use, and mechanics.

The data collected were analyzed using descriptive statistics to compare the mean scores of the two groups. The analysis aimed to identify differences in writing performance between students taught using song media and those taught using traditional methods. The effectiveness of the treatment was determined by evaluating the average scores of each group and conducting hypothesis testing to validate the results. The results of the data analysis indicated that students in the experimental group achieved a higher average score (78) compared to the control group (66). This suggests that the use of song media had a positive effect on the students' narrative writing abilities. Therefore, it can be concluded that incorporating song media into writing instruction may enhance student motivation and improve their ability to express ideas in written narratives.

RESULT AND DISCUSSION

This section presents the data obtained from the writing tests given to both the experimental and control groups. The purpose was to determine whether the use of song media had a significant effect on students' narrative writing skills.

The experimental group, which was taught using song media, consisted of 20 students. The scores they obtained were generally higher than those of the control group. The writing tasks required students to transform song lyrics into coherent narrative texts, focusing on the use of vocabulary, sentence structure, and logical sequencing of events.

Below is the summary of student performance in both groups:

Group	Highest Score	Lowest Score	Average Score
Experimental Group	90	60	78
Control Group	70	60	66

Further analysis showed that five students in the experimental group scored 90, while none in the control group reached this score. Meanwhile, the control group had 8 students who scored only 60, indicating relatively low performance in narrative writing.

The total score obtained by the experimental group was 1,560 points, yielding an average of 78. In contrast, the total score of the control group was 1,320, resulting in an average of 66. This 12-point difference illustrates a notable improvement in writing performance for students taught with the song media method. A frequency breakdown of the scores in each group also supports this observation. In the experimental group, most students scored between 70 and 90, while in the control group, scores clustered between 60 and 70. This result indicates that the song media was effective in enhancing students' ability to organize ideas, express emotions, and develop coherent storylines in their writing. The lyrics may have provided inspiration and emotional triggers that helped students visualize and structure their narratives. Based on this data, the alternative hypothesis—stating that song media influences students' narrative writing skills—is accepted. Consequently, the null hypothesis is rejected, confirming a statistically significant difference between the two groups.

DISCUSSION

The findings of this study reveal a significant improvement in the narrative writing performance of students taught using song media. This supports the idea that songs can stimulate students' imagination and provide meaningful contexts for developing narrative texts. Songs are not only a form of entertainment but also a rich source of linguistic input. The poetic and emotional nature of song lyrics can engage students emotionally and cognitively. This engagement may enhance their ability to recall vocabulary, understand language patterns, and construct stories more effectively.

The use of songs in the classroom promotes an enjoyable learning atmosphere, which is crucial in reducing students' writing anxiety. When students are emotionally connected to the material, they are more likely to participate actively and express themselves confidently in writing. This approach aligns with constructivist learning theories that emphasize student-centered instruction and contextualized learning experiences. By connecting music to writing tasks, students engage in authentic and meaningful language use, leading to deeper learning. Moreover, the study highlights that

students exposed to song media developed more coherent and imaginative narratives. This suggests that listening to songs may help students sequence events logically and express emotional content more effectively, which are key components of narrative writing.

The differences observed in the test scores between the experimental and control groups provide empirical evidence of the effectiveness of this teaching method. While the control group relied on traditional instruction, the experimental group benefited from a more dynamic and sensory-rich learning environment. Teachers often struggle to find engaging methods to teach writing, particularly narrative writing, which demands creativity and structure. This study demonstrates that integrating music into writing instruction can be an effective solution to such challenges. The discussion affirms that the integration of song media in teaching narrative writing positively influences students' learning outcomes. It encourages educators to consider incorporating similar multimedia approaches to improve student motivation, engagement, and language proficiency.

CONCLUSION

Based on the findings and data analysis, it can be concluded that the use of song media has a significant positive effect on the narrative writing skills of tenth-grade students at SMA Negeri 1 Panca Rijang, Sidenreng Rappang. Students who were taught using song media achieved higher average scores compared to those who were taught using conventional methods. This indicates that songs can be an effective instructional tool in enhancing students' writing performance.

The use of song lyrics as a stimulus in writing activities helps students to better express their ideas, emotions, and imagination. The musical elements and poetic language found in songs stimulate students' creativity and assist them in organizing their thoughts into well-structured narratives. Moreover, songs create a more engaging and enjoyable learning environment, which in turn increases student motivation and participation in writing tasks. Therefore, it is recommended that teachers incorporate song media into language teaching, particularly in writing instruction, as a strategy to improve students' narrative writing abilities. Future research may explore other forms of multimedia or compare the effects of different genres of music to identify the most effective approaches for language skill development.

REFERENCES

- Atar, S. (1995). *Dasar-Dasar Keterampilan Menulis*. Bandung: Mungantara.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). New York: Pearson Education.
- Cahyono, B. Y., & Widiati, U. (2009). *The Teaching of EFL Writing in the Indonesian Context: The State of the Art*. *Jurnal Ilmu Pendidikan*, 15(3), 139–150.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: Pearson.
- Depdiknas. (2007). *Kamus Umum Bahasa Indonesia* (Edisi Ketiga). Jakarta: Balai Pustaka.

- Gebhard, J. G. (2000). *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.
- Harmer, J. (2004). *How to Teach Writing*. Essex: Pearson Education Limited.
- Hughes, R. (2003). *Teaching and Researching Speaking*. London: Pearson Education.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- Keraf, G. (2004). *Argumentasi dan Narasi*. Jakarta: Gramedia Pustaka Utama.
- Laksana, A. S. (2007). *Creative Writing*. Jakarta: Media Kita.
- Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). New York: Pearson Longman.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, and Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29–31.
- Semi, A. (1990). *Teknik Menulis Karangan*. Bandung: Angkasa.
- Setiyadi, A. B. (2006). *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Sudjana, H. G. (1993). *Menulis Sebagai Suatu Keterampilan*. Bandung: Angkasa.
- Sutrisno Hadi. (1991). *Pengantar Penelitian Ilmiah*. Bandung: Usaha Baru.
- Suyanto, K. K. E. (2007). *English for Young Learners*. Jakarta: Bumi Aksara.
- Wright, A. (1976). *Visual Materials for the Language Teacher*. London: Longman.