

## THE USE OF SONGS AS A PROMPT IN GENRE-BASED APPROACH IN TEACHING NARRATIVE TEXT

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**Abstract:** The paper entitled, “The use of songs as a prompt in genre-based approach in teaching Narrative text” aims to examine in what stages of the genre-based approach (GBA) that songs as a prompt can be incorporated in teaching narrative text and to what extent songs as a prompt can help the students in writing narrative text. This study was conducted in a senior high school in Bandung using a case study. The findings of this study show that, songs can be incorporated in every stage in GBA including Building Knowledge of Field, Modeling of Text, Joint Construction, and Independent Construction. Furthermore, the analysis reveals that songs as a prompt can help the students to write narrative text in several aspects, as in helping the students to understand context and social purpose of narrative text, generating ideas, enhancing vocabularies and the use of expressions, and promoting students’ motivation. Regarding this, it is recommended that songs as a prompt be incorporated in the GBA to teach narrative text.

**Keywords:** *Genre-based Approach, Songs, Writing Prompt, Narrative Text*

### Introduction

Teaching of writing is emphasized by the government in many countries (Emilia, 2010). In Indonesian context, the government’s concern with students’ English writing skill can be seen in the 2004 curriculum of English. The curriculum has adopted an approach to the teaching of writing, which was developed in Australia that encourages students to write different text types, namely the genre-based approach. This approach has been employed in many native, EFL and ESL countries.

However, in the implementation of genre-based approach in Indonesia, there were some challenges and it was particularly triggered by teachers’ insufficient

understanding of the implementation of GBA (Triastuti, 2011). To overcome this problem, Emilia (2011) suggests that, English teacher should not only understand the GBA concepts, but also be creative and innovative. Regarding this, teacher can use some creative materials to develop students' writing skill and one type of the materials that can be used is song. Songs can help students to write a story, as suggested Grenough (1994, cited in Macias, 2011).

Although research on songs as prompt (Fulton, 2001; Goering, 2004) and genre-based approach have been reported to be useful in the teaching of writing, research on the use of songs as a prompt incorporated in GBA is still uncommon. Therefore, the research is needed to investigate the use of songs as a prompt which is incorporated in genre-based approach. Thus, this present study focuses on the stages in GBA which can be incorporated with songs as a prompt and to what extent songs as a prompt can help the students in writing narrative text.

## **Literature Review**

### **• The Genre-based Approach (GBA)**

Genre-based approach, which has been adopted in the Indonesia curriculum for teaching English since 2004, is based on the the view of Systemic Functional Linguistics theory (Emilia, 2010). This approach follows the principles of the Teaching and Learning Cycle (TLC) that is designed to provide students with explicit and organizational structures for writing for different purposes (Callaghan & Rothery, 1988, cited in Ahn, 2011:2). Callaghan and Rothery (1988) also suggest the three main phases in the TLC namely, Modelling, Negotiation, and Constructing.

However, in Indonesian context, the TLC consists of four main stages; the building knowledge of field, modelling of text, joint construction of text and independent construction of text. Its aims is to provide supports and scaffolding for learners as they learn in each stage of the cycle (Astaman, 2007).

The building knowledge of field stage aims to build up a shared experience and cultural context about the topic of text. To achieve the aims, teacher can use some useful activities involve note-taking, listening, speaking and reading (Gibbons, 2002; Emilia, 2011). In relation to this issue, Hyland (2004: 131) proposes some useful context-building activities, which were used in this study like presenting and discussing the context through pictures, films, songs documentaries, journalist materials, realia, site visits and excursions, guest speakers, etc.

Modelling of Textfocuses on introducing particular genre though a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. It aims to build up students' understanding of the purpose, overall structure, and language features of the particular text types the class is focusing on (Gibbons, 2002: 64). During this stage, teacher can find some model text, demonstrate it to the students, and analyze the schematic structure of the text and the linguistic features (Emilia, 2011). This stage was also used in this study.

In the joint construction of textstage, teacher and students work together to construct texts that are similar to the text that have already being learnt in the previous stage. However, Hyland (2004) also states that the students still need the assistance of scaffolded tasks and the guidance of the teacher. Therefore, Hyland (2004) suggests several activities that can be involved in this stage, such as, which were applied to lead the students to write a narrative text in groups, such as small group construction of texts for presentation to the whole class, completing unfinished or skeletal texts, and creating text using visual or audio stimulus

In the final stage (ICOT), students are ready to work independently to produce their own text within the chosen genre. In addition, Emilia (2011:69) proposes that in this stage the students can write in different topic used from the Joint Construction stage to avoid imitation by the students.

- **Songs as a Prompt in Writing Narrative Text**

Songs, according to Jensen (2001), as cited in Marlina (2011), is a short musical work set to a poetic text, the music and the words are both equally important. Songs can be used in writing a narrative text. As recommended by Grenough (1994), cited in Macias (2011), songs can be used to introduce topics of compositions, and essays. Besides prompting the topics, many songs can tell the stories, so the stories can be rewritten or retold to practice narrative writing (Lems, 2001).

Furthermore, to select songs that are used in prompting narrative text, Griffiee (1990 cited in Lems 2001) recommends to use songs which tell stories, moving toward short, fast songs, and finally, longer, fast songs that have fewer high frequency vocabulary items.

### **Methodology**

This study employed case study to gain an in-depth comprehensive exploration on the issues about the use of songs incorporated with GBA to teaching narrative text. To collect the data, three techniques were used, such as observation, document analysis, and interview.

### **Data Presentation and Discussion**

- **The Implementation of the GBA Incorporated with Songs in Teaching Narrative Text**

This section will discuss the analyzed data from observation which was cross-checked with the data from the interview and document analysis. It includes the activities in which songs incorporated with the four stages of genre-based approach namely, Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JOT), and Independent Construction of Text (ICOT).

In BKOF stage, some songs were given to the students to introduce a topic and to build students' background knowledge and focus to the content. It is in line with what suggested by Hyland (2004) and Emilia (2011). The songs were chosen by considering some reasons, first it is because the lyrics which contains story, including characters and settings, as proposed by Fulton (2001). Second, the lyric is clear and loud, contains appropriate level of vocabularies, and has many repetitions (Lems, 2001).

In MOT stage, some model texts belonging to narrative genre were presented to the students. The example of a text prompted by a song was also given to the students. In this case, the teacher and the students discussed its contents, the schematic structure, and the linguistic features. As it is suggested by Gibbons (2002) and Emilia (2011) that in MOT stage, the teacher introduced contents, schematic structure, and the linguistic feature of the text.

To construct a text in JCOT stage, the students were asked to work in group to complete unfinished by creating another resolution to the narrative based on their imaginations. This activity is suggested by Hyland (2004). After composing the resolution on the story, the student were given a task which demanded them to write another narrative text based on the same songs used in the MOT.

In ICOT stage, the students were asked to write a narrative text individually by using their favorite song as a prompt. As in the previous meeting, the students had been told that they had to find their favorite song, which contains story within it, and its lyrics. Before constructing a text, a model text was written in the board, in order to remind the students about the schematic structure and the linguistic feature. This is in line with what suggested by Emilia (2010), that teacher can use modeling text in the construction stage. The students also did the consultation during writing the text, which is in line with what suggested by Gibbons (2002).

- **To What Extent Songs as a Prompt in Genre-based Approach Help the Students in Writing Narrative Text**

According to the data from observation, document analysis, and interview, songs incorporated in the GBA help the students in writing narrative text in several aspects. Those are in building context and social purposes of narrative text, in generating the ideas or topic of narrative text, in developing the storyline of narrative text, enhancing students' vocabularies, and the uses of expressions in the narrative writing, and in promoting students' motivation to write narrative text. Those confirmed the notion from Grenough (1994), Fulton (2001), Goering (2004), Eddy (2008), and Macias (2009) that songs can help the students to write a story or narrative text.

### **Conclusions**

The findings of the study signified that songs as a prompt can be incorporated with genre based approach to teach narrative text to senior high school students. It can be seen that the students could engage the every stage in GBA which incorporated with songs. They also produced narrative text which were prompted by songs. Moreover, the study has investigated that songs as a prompt help the students in terms of understanding context and social purpose of the text, developing the them and the storyline of the text, enhancing students' vocabulary in writing narrative text, and promoting students motivation in learning and writing narrative text.

Based on research findings, there are some suggestions particularly regarding to the teaching of writing and the research in using songs as prompt in teaching narrative writing. First, it is recommended that songs as a prompt can incorporated in the genre-based approach. Second, it is suggested to other researchers to provide more data, theoretical basis, and previous research. Third, it is suggested that GBA be implemented in the teaching and learning process more than one cycle in order to gain data that are more comprehensive.

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