

## STIMULATING 8<sup>TH</sup> GRADERS STUDENTS TO REVEAL MORAL VALUE OF SONG

Oleh:

Erna Wiyanti<sup>1)</sup>, Ali Mustofa<sup>2)</sup>, Tengsoe Tjahjono<sup>3)</sup>

<sup>1,2,3</sup>Universitas Negeri Surabaya

<sup>1</sup>erna.17070835409.@mhs.unesa.ac.id

<sup>2</sup>alimustofa@unesa.ac.id

<sup>3</sup>tengsoe.tjahjono@unesa.ac.id

### Abstrak

Jurnal penelitian ini bermaksud untuk mendiskripsikan cara meningkatkan kemampuan siswa kelas 8 dalam menemukan nilai moral pada lagu. Penelitian ini dilaksanakan pada siswa kelas 8 SMP negeri di Surabaya. Strategi ini melalui dua sesi. Sesi pertama dalam meningkatkan siswa kelas 8 untuk menemukan nilai moral dilakukan di kelas 8 melalui beberapa pertanyaan dari guru sesi kedua dilakukan melalui pengamatan hasil tulisan siswa. Teknik pengumpulan data dilakukan dengan metode pengamatan hasil jawaban siswa dan hasil tulisan siswa. Kegiatan observasi dilakukan untuk mengetahui pemahaman teks lagu dari siswayang dilakukan guru selama pembelajaran. Dalam kegiatan observasi juga dilakukan untuk mengamati kemampuan pemahaman terhadap lagu dan menemukan nilai moral. Selain itu juga dilakukan kegiatan menulis. Peneliti melakukan observasi dengan guru dan siswa Jenis penelitian ini adalah deskriptif dengan pendekatan kualitatif. Hasil analisis data menunjukkan bahwa guru melakukan pengamatan menggunakan data tulisan siswa dalam menuliskan kembali ke bentuk tulisan lain berdasarkan nilai moral yang sudah ditemukan dalam lagu. Berdasarkan hasil analisis data, dapat diambil kesimpulan bahwa siswa dapat menemukan nilai moral pada lagu setelah melakukan pemahaman bacaan dari pertanyaan-pertanyaan yang diberikan guru. Siswa yang dapat menuliskan ulang menjadi teks naratif adalah siswa yang dapat menemukan nilai moral pada lagu. Hasil tulisan siswa yang pendek menunjukkan bahwa pemahamannya terhadap lagu kurang. Dalam strategi meningkatkan kemampuan siswa dalam menulis, guru sebagai pembimbing bagi siswa untuk dapat memahami makna di balik cerita yang mengandung banyak pesan moral dan siswa dapat mengasah kemampuan mereka dalam berpikir logis dan kritis dalam kehidupan sehari-hari.

**Kata Kunci:** stimulating, moral value, song

### 1. INTRODUCTION

This chapter presents seven sub chapters, the background of the study, statement of the problem, objectives of the study, and specification of the Study, the significance of the study, scope and limitation as well as definition of the key term.

#### A. Background of the Study

The English teaching learning in Junior High School covers four skills, i.e. reading, listening, writing, and speaking. All of the four skills are important for the students to enable them to communicate in English. However, among them, writing is considered essential due to the fact that the students' writing can show the level of their competence on the language learned.

Nevertheless, Harmer (2003: 257) pointed that writing production in English learning and teaching can be stressful since there should be a set of program or instruction to lead the students to be a good writer. The students must undergo some steps which are full of instructions. Every little progress can show the students' ability in writing. The process of writing consists of four basic stages. The first is planning. In this stage, the students plan about what kind of writing they will write. The next is drafting. This stage involves an activity in which students

make a draft for their writing based on the topic they choose. The last two steps are revising and editing (Seow, in Richards and Renanda, 2002: 316). Therefore, teaching and learning writing is not an easy process for students, especially for Junior high school students, in the way that students not only have to find the idea about what to write, but they also have to be able to organize the idea systematically as well as to be aware of mechanic elements of writing like spelling, grammar, capitalization, etc.

Based on curriculum 2013 the English teaching and learning of writing in junior high school is conducted based on genre covering descriptive text, recount text and narrative text. Each of the text genre has different purpose and complexity in term of the writing process.

Based on the writer's experience of teaching English, among the three genres of text, writing narrative is considered difficult. Narrative text, which tells about a story, has a purpose of entertaining or informing the reader (Anderson and Anderson: 1997: 8). This kind of text contains moral value that the reader can learn a lesson. Derewiangka (1990: 32) claims that narrative text consists of three parts; they are orientation, complication and resolution.

According to Keraf (1981:136), narrative text is a kind of text whose primary goal is sustainably woven actions occurring in one event in one time. In other word, narrative contains a series of actions that are performed by actors in the story in one whole time. Performing the actions, the characters in the story undergo experiences that the reader can learn a lesson.

Rumini (2007:32) claims that narrative text is a kind of writing consisting dialogue whose goal is delivering series of events experienced by human based on sequences of development. This definition suggests that the series of events undergone by the characters in narrative text give them experience in a specific time in their live

Based on the statement of Keraf and of Rumini, it can be said that narrative text is useful to be taught to students. The text presents a form of story that highlights on the characters in a series of time which is arranged systematically. The students can understand the story and take the moral value easily although some students require longer time to understand it. The reason is possible that the students have not the experience of facing the situation which makes them unable to imagine it.

Despite the interesting experience obtained by the students from narrative text, writing narrative text is not easy for students. There are some difficulties faced by students in the process of writing narrative. Firstly, the students' coming from different background and having different capabilities make them difficult in composing the text in terms of the organization, mechanics, vocabulary, grammar, and content. The students' limited vocabulary, for instance, will make them difficult to express their ideas in written form. The students' less knowledge about the topic may also give them problem to get idea about what story they will write.

The other problem that may constraint in the teaching and learning narrative text is the students' low motivation in learning English. This low motivation is from their wrong mindset. They consider English a difficult subject to learn. In addition, English is not their everyday language, thus they think that they do not need it. The other possible cause of the students' low motivation is from the learning activity conducted by the teacher. Based on the teacher's experience, the learning activities are divided into opening, main and closing activities. The opening activities include only greeting, asking the condition of the student's health. Yet, the teacher does not give any motivating words to boost the student's learning motivation, also, the teacher does not relate the present learning to the previous one. In addition, the aim of learning is not stated explicitly to the students.

Considering the above mentioned problems, English teachers must be able to provide a learning experience that can boost the students' learning process of narrative text. One of the ways is by using

suitable media which must be creative and attractive to explore students' idea and raise their motivation.

Media is essential in teaching and learning activities that can support the success of learning activities. It is not only to attract the students' attention, but also boost students' motivation. It can also be used to elicit students' idea, develop their creativity and imagination in writing. Gagne (see Agustien et al, 2004: 12) claims that media is a kind of element in students' environment which is able to arouse the students to study. The media used in English teaching and learning can be in many forms, i.e. film, video, pictures, and song. In this study song is selected as the media to help students in writing narrative text. Song contains arranged words which tells about certain story, which is expressed by the singer accompanied with music.

Song is a musical work arranged as a poetic text. In a song, both music and lyric are equally important. This makes the students enjoy listening to songs. Song can be used as a media in teaching narrative text. The story in a song can be rewritten into a narrative text. In other word, the story of the song can give the students idea about what to write by using the topic of the song as well as its vocabulary.

Using song as the media in teaching narrative text provides some benefit for students. Firstly, it can enhance the student's memory. The second reason is that the students are able to comprehend the story easily from the vocabulary used in the song. Next, the music of the song helps to make the students' feeling enjoyable during the learning process. Fourthly, it can activate the students mind and avoid the students' boredom.

Considering the aforementioned explanation, the writer conducts a study on using song in teaching narrative text. Some studies on teaching narrative text have been conducted previously. Firstly, Mohammad Fatoni (2016) investigated the use of peer response on writing narrative texts based on 2013 curriculum. He studied how the peer response used in teaching narrative text to senior high school students can improve their ability to write narrative text. Secondly, Rahmadhan (2017) conducted a study on how using a picture series in teaching narrative text to junior high school students can improve their ability to write narrative text. Both of the studies are similar in the way that they select narrative text as the text genre and the objective was to improve the students' ability in writing narrative text. The difference is that on the subject of the study. The subject of the former study was students of senior high school; whereas the latter chose junior high school students as the subject of the study. In addition, they also differ on the media used in achieving the objective of the study, i.e. peer response and picture.

Different from the previous study explained above, this study uses song as the media to help

students improve their ability to understand the moral value expressed in narrative text. Moreover, the subject of the study is students of junior high school. Song is selected as the media because it includes in syllabus of English subject in curriculum 2013.

### **B. The Research Questions**

This research focuses on answering the following questions:

- (1) How can the students find moral value from the song?
- (2) How similar is the moral value expressed in the student's writing with from the one expressed in the song?

### **C. The Objective of the Study**

Based on the research questions above, the objectives of this study are the writing of the eight graders students. The specific objectives of the study are as follow:

1. To find the moral value from the song
2. To describe the similarity between the moral values expressed by the students in their writing and the one expressed in the song

### **D. The significance of the Study**

1. Theoretical

This study focuses on investigating how song can help the students to improve their ability in writing. Theoretically, the result of this study is expected to enrich research on media used in teaching writing

2. Practical

Practically, it is expected that the result of this study will be beneficial for teachers in teaching writing in classroom in term of the media used.

### **E. Scope and Limitation of the Study**

This study is a case study concerning with the investigation on the students in one of the school in the south of Surabaya in expressing moral values through writing by using song. This study focuses on investigating two factors; they are the form of the expression of the moral values communicated by the students from the song and the suitability of moral value expressed in students writing and expressed in the song. The research is conducted on the second semester of eight grade students of VIII E, academic year of 2020-2021.

### **F. Definition of Key Terms**

To avoid misunderstanding, it is necessary to provide definition of the key terms used in this study.

- (1) Moral value refers a principle to differentiate that whether something is good or bad. It is embedded in narrative text and transferred to the students through the teaching learning in classroom.

## **2. RESEARCH METHODS**

This study is started with an observation of the students' answers to a reading comprehension of the song. Then, the teacher had a good dialogue with the students to lead them into a good finding of the moral value of the song. The teacher who investigates the

students' expression of moral value in the song and the qualitative research to identify the suitability between the moral value expressed in students' writing and expressed in the song. A basic interpretative study provides descriptive explanation by understanding the situation in the data which can be obtained through various ways. Some of the ways are document review, interviews, and observations (Ary, et.al, 2010). The data to extract and interpret the moral value can be obtained through interview, observation and document review.

Merriam (2002) shows her opinion of qualitative research in an interpretation. It is a meaning construction. Every research means full of meaning. Every word in qualitative research gives worth meaning. She also thinks about the symbolic interaction. It is based on the interpretations of each individual in a certain area. This individual interacts with others in the larger community. The context in the interaction gives symbols which mean everything to the reader. The interpretation of the reader gives meaning to the interaction between people

Therefore the researcher will carry out this design to obtain the interpretation of the data gained from the students. This basic interpretative study will contribute to enhance and deepen writer's understanding of the implementation of moral value based on students' point of view.

In this research the students of VIII E if a junior high school in the south of Surabaya, academic year of 2020-2021 is chosen as the subject. This class, which consists of 33 students, contains students for different background. Some students are from good family, but live in unhealthy neighborhood: whereas the other students live in good neighborhood, but have broken family.

The data of this research are the students' answers of the students reading comprehension in responding to the song. The students' answers here refer to the students' reading comprehension of the song with the teacher's guidance in getting the moral value.

The data will be collected through active participation. It means that the researcher participates actively in the teaching and learning and be closed to the subject. In addition, observation on the students' verbal and non-verbal behavior is also done by the researcher to collect the data.

The research will be carried out in two weeks (four meetings); that is when the material is song. The first meeting will be about introduction. The teacher introduces the song to the students covering the title, the stanza, and the language features. In the next meeting, the students will be taught about the moral values from the song. The third meeting will be filled with activities of practicing finding moral values, yet it is not from narrative text, but song. Students will read the lyric of a song and answer some questions about the song. Then, the students find out the moral values that can be taken from the

song. In the fourth meeting, the students will practice writing narrative based on their answers previously.

### 3. RESULTS AND DISCUSSION

This chapter discusses or describes all of the findings which are gained from the research. The result of the students writing is shown and described based on the data. The description in this chapter is presented in three stages based on the research questions. The first stage is the description which the students can find the moral value from the song. The second stage is knowing the extend of the song that can help the students in writing. The last stage is knowing the similarity of the moral value in the song and in the students writing. The writer will analyze and have the qualitative research by describing each data. Then, the writer will describe it through three research questions. The data is taken in a class of the eighth grade.

#### A. *The way of the student finds the moral value of the song*

The student finds the moral value from one of the words in the title. It's holiday with my friend. It is because there is a word "school" in the first sentence of the second stanza in the lyric of the song. The student thinks that there is a connection between the word friend and school. The student thinks that person who has communication and the setting is in the school, called friend. The word history in the first sentence of the third stanza in the lyric of the song has a connection with the memory that happened between the student and his friend. They made their holiday to Kenjeran beach as their history that should be remembered.

The student finds the moral value of the song. The student writes the word "friends" in the title. The student also thinks that the word friend has a connection with the word "school" in the first sentence of the second stanza in the lyric of the song. The student writes about "study with my friends" as something that should be memorized. It means that the student made a history with his friend. The word "history" can be found in the first sentence of the third stanza in the lyric of the song.

#### B. *The moral value expressed in the student's writing is similar with the one expressed in the song.*

The moral value expressed in the student's writing is similar with the one expressed in the song. The similarity can be seen from the word "friend" in the title and the story. The word "friend" is also can be seen in the song indirectly. It is written the word "school". It has a connection with a friend. Because friend is someone we can find in the school.

The moral value expressed in the student's writing is similar with the one expressed in the song. The similarity can be seen from the word "friend" in the title and the story. The word "friend" is also can be seen in the song indirectly. It is written the word

"school". It has a connection with a friend. Because friend is someone we can find in the school.

The second similarity can be seen from the student writing. The word "study" in the first sentence can be connected with the activity that can be done in the school.

The moral value expressed in the student's writing is similar with the one expressed in the song. The similarity can be seen from the word "friend" in the title and the story. The word "friend" is also can be seen in the song indirectly. It is written the word "school". It has a connection with a friend. Because friend is someone we can find in the school.

The second similarity can be seen from the student writing. The word "study" in the title can be connected with the activity that can be done in the school.

The moral value expressed in the student's writing is similar with the one expressed in the song. The similarity can be seen from the word "friend" in the title and the story. The word "friend" is also can be seen in the song indirectly. It is written the word "school". It has a connection with a friend. Because friend is someone we can find in the school.

The second similarity can be seen from the student writing. The word "study" in the title can be connected with the activity that can be done in the school.

The moral value expressed in the student's writing is similar with the one expressed in the song. The similarity can be seen from the word "friend" in the title and the story. The word "friend" is also can be seen in the song indirectly. It is written the word "school". It has a connection with a friend. Because friend is someone we can find in the school.

The moral value expressed in the student's writing is similar to the one expressed in the song. It can be seen from the word choices which are used in the writing. The word "fight" can be seen in the second paragraph of the student's writing and in the first line of the fourth stanza in the lyric. Besides that, it can be found also the sentence "so don't let it go, we can make some more, we can live forever" in the third and fourth stanza and in the last paragraph of the student's writing. Even though both of them don't use the same word or sentence, but the meaning are same.

The moral value expressed in the student's writing is similar to the one expressed in the song. It can be seen from the word choices which are used in the writing. The word "fight" can be seen in the second paragraph of the student's writing and in the first line of the fourth stanza in the lyric. Besides that, it can be found also the sentence "so don't let it go, we can make some more, we can live forever" in the third and fourth stanza and in the last paragraph of the student's writing. Even though both of them don't use the same word or sentence, but the meaning are same.

The moral value expressed in the student's writing is similar to the one expressed in the song. It can be seen from the word choices which are used in the writing. The word "fight" can be seen in the second paragraph of the student's writing and in the first line of the fourth stanza in the lyric. Besides that, it can be found also the sentence "so don't let it go, we can make some more, we can live forever" in the third and fourth stanza and in the last paragraph of the student's writing. Even though both of them don't use the same word or sentence, but the meaning are same.

The moral value expressed in the student's writing is similar to the one expressed in the song. It can be seen from the word choices which are used in the writing. The word "fight" can be seen in the second paragraph of the student's writing and in the first line of the fourth stanza in the lyric. Besides that, it can be found also the sentence "so don't let it go, we can make some more, we can live forever" in the third and fourth stanza and in the last paragraph of the student's writing. Even though both of them don't use the same word or sentence, but the meaning are same.

The moral value expressed in the student's writing is same with the one expressed in the song. In the third stanza of the song is similar with the writing of the student. The meaning of the third stanza is same with the student's writing which tells about the history of the student's friendship. The history means the experience that has been through by the student. From this experience or problem, the student and her best friend are getting older or wiser. They have the process of becoming a teenager or an adult. From this problem, they will become stronger in their relationship, which will lead to become a great team. When they work together without having a fight, their friendship will be stronger. The student thinks that an apology will become the best solution, so that their friendship will last long.

The moral value expressed in the student's writing is same with the one expressed in the song. In the third stanza of the song is similar with the writing of the student. The meaning of the third stanza is same with the student's writing which tells about the history of the student's friendship. The history means the experience that has been through by the student. From this experience or problem, the student and her best friend are getting older or wiser. They have the process of becoming a teenager or an adult. From this problem, they will become stronger in their relationship, which will lead to become a great team. When they work together without having a fight, their friendship will be stronger. The student thinks that an apology will become the best solution, so that their friendship will last long.

The moral value expressed in the student's writing is similar with the one expressed in the song. The similarity can be seen from the word "friend" in the title and the story. The word "friend" is also can

be seen in the song indirectly. It is written the word "school". It has a connection with a friend. Because friend is someone we can find in the school.

The second similarity can be seen from the student writing. The word "study" in the title can be connected with the activity that can be done in the school.

The moral value expressed in the student's writing is same with the one expressed in the song. In the third stanza of the song is similar with the writing of the student. The meaning of the third stanza is same with the student's writing which tells about the history of the student's friendship. The history means the experience that has been through by the student. From this experience or problem, the student and her best friend are getting older or wiser. They have the process of becoming a teenager or an adult. From this problem, they will become stronger in their relationship, which will lead to become a great team. When they work together without having a fight, their friendship will be stronger. The student thinks that an apology will become the best solution, so that their friendship will last long.

The moral value that is expressed in the student's writing and in the song is same. It can be seen from the words that have been used in student's writing and in the song. The lyric of got a whole lot of history in the song is being described with this experience that can't be easily forgotten. The experience of respecting each other even though their relationship is only best friend.

The moral value expressed in the student's writing is same with the moral value expressed in the song. The first similarity can be seen from the title of the song which was reflected in the writing of the student. Their history happened when they had a fight. It was written in the second paragraph of the student's writing. This fight made their best friend relationship as a history. They would not forget it easily. They will make it as their experience in their relationship. It will keep in their heart and mind. The fight is about jealousy. Because of this, their relationship in having best friend was broke. They lose their communication. After this fight, their relationship gets stronger and they hold each other. This solution can be found in the student's writing in the third paragraph.

The moral value expressed in the student's writing is similar to the one expressed in the song. It can be seen from the word choices which are used in the writing. The word "fight" can be seen in the second paragraph of the student's writing and in the first line of the fourth stanza in the lyric. Besides that, it can be found also the sentence "so don't let it go, we can make some more, we can live forever" in the third and fourth stanza and in the last paragraph of the student's writing. Even though both of them don't use the same word or sentence, but the meaning are same.

#### 4. CONCLUSION

The first question of the research question is finding moral value from the song in the student's writing. Based on the student's writing, the student can find the moral value from the song. Mostly the student rewrites the story in their writing based on the words in the lyric. Some words which are used in the lyric, are used again in the student's writing. But the student enlarges or widens the writing based on their experience. It is suitable with moral value of the song.

The second question of the research question is the song can extend the student's writing. From some important words that are suitable with the moral value, they can extend the writing. It is also depended on the student's experience. Mostly, the student can write much based on the experience. Even though they sometimes use the same word and their sentences are not clear. Sometimes, the student writes with their own words.

The third question of the research question is whether the moral value expressed in the student's writing is similar with the one expressed in the song. From all of the students' writing, they make and find that the moral value which are same with the moral value from the song. The student can have the same moral value in the song and in the writing based on the same words that are used in the song. The student writes and inspired their writing from the moral value or the words in the song

#### 5. SUGGESTION

As suggestion to the English teacher, having the description of the revealing of the moral value from the song will help the student to write more. They can write in different themes or genre of the text after they understand or know the meaning. It has happened before that this study can run smooth after the student is given stimulation. The stimulation comes from some questions which are given by the teacher.

#### 6. REFERENCES

- Ary, Donald, Jacobs, Lucy Cheser, Sorensen, Christ, & Razavieh, Asghar. (2010). *Introduction to Research in Education* (8 ed.). Belmont, CA: Wadsworth Cengage Learning.
- Bogdan, Robert C., & Biklen, Sari Knopp. (1982). *Qualitative Research for Education* (Fifth ed.). Toronto: Allyn and Bacon Inc.
- Bouchard, N. (2002). A Narrative Approach to Moral Experience Using Dramatic Play and Writing. *Journal of Moral Education*, 31 (4).
- Derevianka, Beverly. (2003). *Trend and Issues in Genre-Based Approaches*. RELC Journal.
- Hardini, Susanti Retno. (2013). *Developing Character Values in Teaching Narrative Text Using Genre-Based Approach*. Indonesia University of Education, Bandung.

- Ismail, Taufik. 2013. "Sastra dan Kurikulum 2013". *Horizon*. XLVI. Vol. 197 No. 6.
- Jamaludin. (2013). *The Integration Process of Character Values in Teaching Narrative Text*. State University of Surabaya, Surabaya.
- Kerf, Gorys. (2007). *Argumentasi dan Narasi*. Jakarta: Gramedia.
- Kern, R. (2000). *Literary and language Teaching*. Oxford: Oxford University Press.
- Kosasih, E. (2012). *Dasar-dasar Keterampilan Bersastra*. Bandung: CV. Yrama Widya.
- Merriam, S. (2002). *Qualitative Practice in Research*. San Francisco, CA: Jossey-Bass.
- Muslimin. (2011). "Perlunya Inovasi dalam Pembelajaran Bahasa dan Sastra Indonesia" *Jurnal Bahasa dan Budaya*. Vol.1 No. 1.
- Permendikbud No. 68 (2013). *Kurikulum 2013: Struktur Kurikulum SMP/Mts*. Jakarta: Pusat Kurikulum dan Perbukuan.
- Rachmat Djoko Pradopo. *Beberapa Teori Sastra, Metode Kritik, dan Penerapannya*. Yogyakarta: Pustaka Pelajar. 2007. H. 211
- Sanjaya, Wina. (2011). *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana Prenada Media Group.
- Sarumpaet, Toha Riris. (2010). *Pedoman Penelitian Sastra Anak*. Jakarta: Yayasan Obor Indonesia.
- Setyosari, Punaji. (2010). *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.
- Sigelman, Carol K, Rider, Elizabeth A. (2009). *Life Span Human Development* (6 ed.). Belmont, CA: Wadsworth Cengage Learning.
- Simpkins, Gail. E. and Kenneth Hoskisson. (1991). *Language Art: Content and Teacher Strategies*. New York: Max Well Macmillan International Publishing Group.
- Slavin, R.E. (2006). *Educational Psychology Theory and Practice* 8th Edition. Allyn & Bacon, Boston: Pearson Edition, Inc.
- Sunendar, Dadang dan Wasid Iskandar. (2008). *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya.
- Veugelers, Wifel. (2008). *Moral Values in Teacher Education*. 1-8.
- Yimwilai, Supaporn. (2009). *Using Narrative Texts to Teach Reading*. 29 (1).