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RESEARCH ARTICLE

Integration Of English Songs As Learning Media For The Improvement Of Descriptive Writing

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Abstract: This study examines the effectiveness of English songs in enhancing students' descriptive writing skills in a senior high school Takalar, involving 36 tenth-grade students. A pre-experimental design was utilized, incorporating pre-tests and post-tests to assess writing performance before and after the intervention. Results showed a significant improvement, with average post-test scores increasing from 63.8 to 82.6. Paired t-test analysis confirmed this enhancement, revealing a mean difference of 18 points and a t-value of 6.066 ($p < 0.05$). The N-Gain score of 0.46 indicates moderate overall improvement. These findings suggest that English songs serve as effective authentic materials, engaging students and improving their content organization, vocabulary usage, and grammatical accuracy, particularly in the simple present tense. This research underscores the value of using English songs as a teaching tool to enhance descriptive writing skills, offering valuable insights for educators.

Keywords: English Songs, Writing, Descriptive Text.

1. Introduction

Writing is an essential component of language learning that plays a vital role in English classrooms, serving as a means to effectively communicate information, ideas, and concepts. Nunan (2003) described writing as a cognitive process that entails generating, organizing, and articulating ideas in sentences and paragraphs that are easily comprehensible to the reader. Producing high-quality writing requires proficiency in several key areas, including content, organization, vocabulary, language use, and mechanics.

Content pertains to students' ability to critically engage with various topics and ideas. Organization refers to the logical arrangement of ideas in a coherent manner. Vocabulary involves selecting contextually appropriate words to convey ideas clearly. Language use can differ based on the type of text being written; for descriptive texts, it often includes the use of the simple present tense. Lastly, mechanics involves the correct application of punctuation and capitalization, which are essential for ensuring clarity in writing.

Despite the importance of writing, many students in Indonesia face difficulties in mastering its various components. They frequently struggle to generate ideas, organize their thoughts, and apply proper grammar. This issue is also evident among students in a senior high school in Takalar, in an interview conducted on September 5, 2023, students indicated that writing is a challenging subject for them. They often feel overwhelmed when tasked with generating ideas and constructing coherent sentences. Furthermore, teachers at the school have acknowledged that students find it difficult to express their thoughts in writing, especially in the context of descriptive texts.



To tackle these challenges, educators need to implement innovative teaching strategies that engage students and enhance their writing skills. One promising approach is the use of authentic materials, particularly English songs, which can provide students with engaging content and relatable contexts to inspire their writing (Sari, Hafifah, & Mayasari, 2020). Research has shown that authentic materials, such as songs, can stimulate creativity and increase students' interest in language learning. Numerous studies have confirmed the advantages of using songs as authentic materials to teach various language skills, including descriptive writing.

Incorporating songs as teaching resources for writing can offer students inspiration from the lyrics, enabling them to create descriptive texts based on the emotions, narratives, and concepts expressed by the artist. Additionally, songs foster an enjoyable and dynamic learning atmosphere, making lessons more engaging and alleviating the stress associated with challenging subjects (Gushendra, 2017). The rhythm, melody, and repetition found in songs help reinforce vocabulary and language structures, making them an effective tool for enhancing writing skills.

Several studies have investigated the use of songs to improve different English language skills. For example, Syakur (2022) found that English songs enhanced the listening skills of students at SMP-IT Madrasatul Qur'an, while Hidayati (2017) demonstrated that song lyrics can effectively improve vocabulary at SMP Negeri 3 Toli-toli. Similarly, Setiawan (2019) showed that listening to English songs positively impacted the vocabulary mastery of seventh-grade students at Mts Al-Barry Cikalong.

While these studies emphasize the effectiveness of English songs in teaching vocabulary and listening skills, this research aims to explore their potential to enhance students' descriptive writing abilities. Given the positive outcomes from previous research, it is expected that songs can also contribute to improving students' writing skills, particularly in areas such as content organization, vocabulary usage, and grammatical accuracy. Therefore, the researcher was inspired to conduct this study, titled "The Integration of English Songs for the Improvement of Descriptive Writing," to examine the effects of using English songs as teaching materials on the descriptive writing skills of students at UPT. SMAN 5 Takalar.

2. Literature Review

Songs are defined as musical compositions with lyrics that are performed vocally (Hornby, 1995). They serve as a means for emotional and artistic expression, effectively engaging listeners through the combination of lyrics and melody. The lyrics of a song are the written component that carries emotional weight and thematic elements. Hornby (2000) described lyrics as the words in a song that express the singer's thoughts and feelings, akin to the words in a poem. 'Ain (2013) further characterized lyrics as creative pieces of writing that utilize beautiful and meaningful language. Rosita (2019) emphasized that lyrics play a crucial role in conveying the emotions and messages of the singer. In summary, song lyrics are artistic expressions of thoughts and feelings, delivering emotional depth through the sung words.

Song lyrics are typically divided into several structural components, including verses, choruses, and bridges (Shimazu, 2023). The verse serves to tell the story or narrative of the song, advancing the plot and conveying emotions, thoughts, and ideas. In contrast, the chorus is the most memorable part of the song, summarizing the central message or emotion and often leaving a lasting impact on listeners. The bridge acts as a lyrical and musical turning point, frequently adding a new perspective or emotional depth to the song's message. Together, these components create a cohesive and dynamic musical experience that captivates listeners and conveys the songwriter's message.

In addition to their structural complexity, songs offer numerous advantages when used in teaching and learning English. According to Lynch (2023), songs feature real-life language and diverse vocabulary, making them easily accessible. They can be selected to match students' needs and cultural contexts, allowing learners to engage with authentic language in

a meaningful way. Rizkiani (2022) added that songs help reduce stress, promote relaxation, and create a joyful classroom atmosphere. They also facilitate pronunciation practice and vocabulary acquisition. Overall, integrating songs into the learning process fosters an engaging and enjoyable environment, supporting language development in a stress-free context.

Writing is a crucial skill in language learning, enabling students to effectively organize and communicate their thoughts. Nunan (2003) described writing as a cognitive process involving the generation, organization, and expression of ideas in sentences and paragraphs that can be easily understood by the reader. To produce effective writing, several components must be mastered. Brown (2007) identified five key components that contribute to the quality of written work: content, organization, vocabulary, language use, and mechanics. Content refers to the subject matter or ideas developed in the writing, encompassing the clarity of the message and the relevance of supporting details. Organization involves structuring the writing into a logical sequence, typically with an introduction, body, and conclusion, ensuring a smooth flow of ideas. Vocabulary pertains to the words used in writing and their appropriateness within the context; a rich and varied vocabulary allows writers to express ideas more precisely. Language use encompasses grammatical accuracy and the correct application of sentence structures, verb tenses, and syntax, which are essential for clear communication. Lastly, mechanics include punctuation, spelling, and capitalization, and the correct use of these elements ensures the clarity and readability of the text. In this research, the focus is on content, vocabulary, and language use, as they are the most relevant components for improving descriptive writing through the use of songs. These three elements contribute significantly to how well students can convey their ideas in written form, making them the key areas targeted for improvement in this study.

Descriptive text is a genre of writing that aims to provide a detailed account of a person, place, object, or event. Mursyid (2005) defined descriptive text as writing that focuses on describing a particular subject in detail, whether it be an object, person, or place. Robitaille and Connelly (2007) further argued that descriptive writing engages the reader's senses by using vivid language to create clear mental images.

Descriptive text is characterized by its purpose, structure, and language features. The primary goal of descriptive text is to create a vivid picture of the subject through detailed and sensory-rich descriptions, allowing the reader to experience the subject as if they were present (Vanesa & Setiawati, 2021). Descriptive texts consist of two main sections: identification, where the subject is introduced, and description, where the subject's characteristics are elaborated. The identification provides a general overview, while the description offers more specific details about the subject's physical features or attributes (Rusmawan, 2017). Additionally, descriptive texts commonly use the simple present tense to describe facts about the subject. Adjectives play a crucial role in providing details about the subject's characteristics, such as "sweet cat" or "beautiful places." Action verbs are also employed to depict the subject's actions, further enriching the description. These grammatical features, combined with vivid language, create a detailed and engaging picture of the subject (Toago & Usman, 2013).

In summary, descriptive text is designed to paint a clear and detailed picture of its subject through the use of structured information and vivid language. By utilizing sensory details, adjectives, and the simple present tense, descriptive texts allow readers to form a clear image of the subject being described. This genre of writing is particularly suited to exercises that focus on enhancing students' ability to use precise and descriptive language, as is the aim of this research. The integration of songs into the learning process not only supports the development of descriptive writing skills but also enriches the overall educational experience by making learning more engaging and enjoyable.

3. Research Method and Materials

In this study, the researcher utilized a quantitative method, which Bryman (2012) described as relying on objective measurements and statistical analyses of data collected through



instruments like questionnaires and tests to validate research hypotheses. The design is pre-experimental, involving a single group that receives both pre and post-tests (Priyono, 2016), with the researcher administering the pretest, treatment, and posttest without a control group.

The study was conducted in September 2024 in a senior high school located in Takalar, South Sulawesi. The research setting was chosen due to the accessibility of participants and the familiarity of the researcher with the institution.

In this research, an instrument is needed as a tool to collect data. The instrument that was used is a writing test in descriptive text in the form pre-test and post-test. The writing pre-test is given to the students with the aim of knowing students' prior descriptive text writing skills, and the writing post-test is given to the students to know their descriptive text skills improvement after the use of English songs. The students' writing test results was assessed using an assessment rubric.

(a). Pre-test

In the initial session, the researcher explained the purpose of the study to the students and administered a pre-test to evaluate their prior descriptive writing skills. This pre-test served as a baseline to assess the students' initial ability in writing descriptive texts before the treatment began.

(b). Treatment

The treatment phase involved incorporating selected English songs with descriptive lyrics into the teaching process. Each session was designed to enhance students' understanding of descriptive writing, guided by structured lesson plans over several meetings:

- (1). Meeting 1: The students were introduced to the song "Uncle Jim" by Endah N Rhesa. They listened to the song, engaged in vocabulary-building exercises, and analyzed the descriptive language found in the lyrics. The session emphasized adjectives and verbs relevant to descriptive text.
- (2). Meeting 2: The focus shifted to "The Chosen One" by Maher Zein, where students explored the structure of descriptive texts. They worked collaboratively to identify key elements, such as identification and detailed description, and completed tasks involving reordering mixed paragraphs.
- (3). Meeting 3: The lesson centered on "Just The Way You Are" by Bruno Mars, with a focus on grammar. Students practiced using the simple present tense to describe physical appearances and characteristics, further reinforcing their understanding of grammatical features in descriptive writing.
- (4). Meeting 4: The post-test was conducted to assess the students' improvement. Students applied what they had learned to produce their own descriptive texts.

(c). Post-test

At the end of the treatment phase, a post-test was administered to evaluate the students' progress in descriptive writing. The post-test results were compared with the pre-test scores to measure improvement, with a focus on content, vocabulary, and grammar.

The following were the steps for analyzing the data collected through the pre-test and post-test:

(1). Scoring rubric

A rubric was used to assess the students' writing performance based on three components: content, vocabulary, and grammar. Each component was assigned a weight (content = 8, vocabulary = 6, grammar = 6), and students were scored on a scale from 1 to 5 for each component.

(2). Data calculation

The scores for each component were calculated using the following formula:



$$C = S \times W$$

Where C is the component score, S is the student's score (1-5), and W is the weight of the component.

(3). Total score calculation

The final score for each student was calculated by adding up the scores for content, vocabulary, and grammar.

(4). Score classification

Based on their total score, students were classified into different categories:

Description	Score
Very Good	81-100
Good	71-80
Fair	61-70
Requiring guidance	0-60

(5). Statistical analysis

The students' pre-test and post-test scores were analysed using SPSS software. The paired t-test was used to determine whether there was a statistically significant improvement in the students' descriptive writing skills. A significance level of 0.05 was set, and a Sig (2-tailed) value less than 0.05 indicated a significant difference between pre-test and post-test scores.

(6). N-Gain score

The improvement in students' performance was calculated using the N-Gain score formula. The results were classified into three categories:

<g>	Classification
$g < 0,30$	Low
$0,30 < g < 0,70$	Average
$g > 0,70$	High

4. Results and Discussion

4.1. Results

This section discusses the findings from the research, focusing on the students' descriptive writing text before and after the treatment using English songs, as measured through pre-tests and post-tests. The data presented included the students' average scores, standard deviation, t-test results to determine if there was a significant improvement between the pre-test and post-test, and the n-gain.

4.1.1. Students' Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	63.8000	30	16.71134	3.05106
	Post-Test	82.6000	30	9.51442	1.73709

The table illustrates a significant improvement in students' descriptive writing after the intervention. The mean score from 63.8000 (pre-test) to 82.6000 (post-test), while the standard deviation decreased from 16.71134 to 9.51442. The reduction in variability suggests that students' performance became more consistent.

These results confirm that using English songs enhanced students' overall writing proficiency, particularly their ability to structure content effectively, expand vocabulary, and improve grammatical accuracy.

4.1.2. *Comprehensive Students' Score Percentage*

The following table presents the comparison of students' descriptive writing scores before and after the treatment, highlighting the distribution across different score categories.

Description	Percentage	
	Pre-Test	Post-test
Very Good	16.66%	50.00%
Good	13.33%	33.33%
Fair	26.66%	13.33%
Requiring Guidance	43.33%	3.33%

The percentage of students classified as "Very Good" increased significantly, from 16.66% to 50.00%. Simultaneously, the "Requiring Guidance" category dropped sharply from 43.33% to 3.33%.

These shifts indicate that English songs helped most students progress to higher levels of descriptive writing competence, reducing the need for intensive guidance.

4.1.3. *Students' T-Test of Pre-Test and Post-Test*

The paired sample t-test was used to determine if the improvement in students' descriptive writing scores between the pre-test and post-test was statistically significant.

Paired Sample Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post – Pre-Test	18.00	16.97544	3.09928	12.46127	25.13873	6.066	29	.000

The t-test revealed a statistically significant improvement in writing scores, with a mean difference of 18.0000. The confidence interval confirmed that the actual difference lies between 12.46127 and 25.13873. The p-value of .000, which is less than 0.05, supports the conclusion that the intervention had a meaningful effect on students' writing performance..

4.1.4. *N-Gain*

The N-Gain score analysis in this study was used to measure the degree of improvement in students' descriptive writing skills from the pre-test to the post-test. The N-Gain score itself represents the normalized gain, which quantifies how much students' writing improved as a result of the treatment compared to the maximum possible improvement.

In this study, the average N-Gain score was calculated to be 0.46, which falls within the category of moderate improvement. This score suggests that the students showed a noticeable, yet not overwhelming, enhancement in their descriptive writing abilities after being exposed to the teaching method involving English songs. A moderate N-Gain score indicates that the treatment was effective for a majority of the students, helping them improve their performance, though there was some variation in individual progress.

Overall, the N-Gain score provides a clear indication that the use of English songs in teaching descriptive writing contributed positively to the students' learning outcomes. While the level

of improvement varied, the method proved to be a beneficial tool in enhancing the students' writing skills.

4.2. Discussions

This study aimed to investigate the effectiveness of using English songs to enhance students' descriptive writing skills, focusing on content, vocabulary, and grammatical accuracy. The pre-test and post-test results revealed significant improvements, with the average score increasing from 63.8 to 82.6, resulting in a statistically significant mean difference of 18 points ($t = 6.066$, $p = 0.000$). The percentage of students categorized as "Very Good" rose from 16.66% to 50%, while those requiring guidance decreased from 43.33% to 3.33%. The N-Gain analysis indicated a moderate improvement, with an average score of 0.46, demonstrating that the method benefited most students, although individual progress varied.

The results further indicate that using songs in teaching descriptive writing significantly enhances students' abilities. Engaging with the song "Uncle Jim" by Endah N Rhesa introduced students to new vocabulary and relevant example sentences that aided their writing. Listening while reading the text helped them grasp the context of verbs and adjectives, which are crucial for descriptive writing. Discussions about the song's content and the presentation of a descriptive text model allowed students to practice and apply the vocabulary and sentence structures they had learned. This method fostered better organization and richer vocabulary in their writing, creating a fun and motivating learning environment that encouraged active participation. Initial activities aimed at motivating students and fostering a positive classroom atmosphere increased their engagement. In this supportive setting, students felt more comfortable experimenting with new vocabulary and sentence structures, demonstrating that interactive and enjoyable learning methods can enhance overall writing skills.

Additionally, explanations of verbs and adjectives in descriptive texts, along with targeted exercises, helped students understand the necessary grammatical patterns. Focusing on the simple present tense enabled them to recognize and apply proper structures in their writing. The song "Just the Way You Are" by Bruno Mars, filled with positive descriptions and adjectives, served as a concrete example for students to learn how to describe someone engagingly. This approach not only deepened their understanding of descriptive writing but also equipped them with the tools to express their ideas more clearly and effectively.

These findings are supported by several studies that have explored the use of songs to enhance various English language skills. For instance, Syakur (2022) found that English songs significantly improved the listening skills of students at SMP-IT Madrasatul Qur'an. Similarly, Hidayati (2017) demonstrated that song lyrics effectively enhanced vocabulary acquisition among students at SMP Negeri 3 Toli-toli. Additionally, Setiawan (2019) showed that listening to English songs positively influenced vocabulary mastery in seventh-grade students at MTs. Al-Barry Cikalong. Furthermore, a study by Firmansyah, Awaliyah, and Melinda (2024) indicated that incorporating English songs has a beneficial impact on students' speaking abilities. Another research by Bokiev, Bokiev, Lilliat, and Moomala (2018) highlighted that songs offer educators a valuable and authentic resource that can be leveraged to enhance student engagement in ESL classrooms, effectively bridging the gap between entertainment and learning. Collectively, these studies reinforce the notion that songs are a valuable tool in language learning, contributing to improvements in listening, vocabulary, and speaking skills.

Overall, integrating English songs into writing instruction proved effective not only in improving students' skills but also in creating a more engaging and motivating learning environment. While some challenges persisted, the findings confirm that songs are a powerful tool in language learning, especially when combined with comprehensive teaching strategies that explicitly address grammar and sentence structure.

5. Conclusions



This study demonstrated that using English songs effectively improved students' descriptive writing skills in terms of content, vocabulary, and grammatical accuracy. Statistical analysis showed a significant increase in the average scores from 63.8 in the pre-test to 82.6 in the post-test, with a mean difference of 18 points. The reduction in standard deviation highlighted more consistent performance among students, while the percentage of students achieving "Very Good" scores rose significantly. In conclusion, English songs proved to be an effective tool for improving descriptive writing skills, fostering both linguistic development and engagement. This method offers practical insights for enhancing language teaching strategies.

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