

Perceptions in Play: English Students on Using Music Video to Write Narrative Text

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Abstract

This research explores the perceptions of English students about using the music video to influence their writing in narrative text. This research employed quantitative research methods, using questionnaires and interviews as the instruments to collect the data. The participants of this research were English students that consisted of two majors, including 17 English education students and 13 English literature students in the fourth semester. The data was analyzed using quantitative methods. The questionnaire tool uses Google Forms. The results showed that there were positive reasons for the students' perspective on learning using music videos when they wrote their narrative text. The music video helps them to find ideas in the brainstorming and All in all, the students had to focus and create comfortable environments when they did the writing process with the use of music videos to motivate their creative writing on the narrative text.

Keywords: *Music Video, Narrative text, Students' Perceptions*

INTRODUCTION

Have you ever had a music video inspire you to write your narrative text? There are some types of music videos you can watch out there; there's a performance music video, a narrative music video, a concept music video, a lyrics music video, and an animated music video. Music videos have become part of children's learning to develop affective, cognitive, and motor achievements. The development of children's music from the old school era to the present has gone through evolution and produced audiovisuals that can be enjoyed by children and adults. As time goes by, music videos develop innovative ideas to attract the audience, and this also becomes a means for the audience to find inspiration, for example in creative writing, namely writing narrative texts.

Let's start with how music got into this topic. Music possesses the potent potential to arouse emotions, conjure up vivid images, and take us to other places (Juslin, 2008). Songs serve as captivating and culturally enriching resources that can be effectively integrated into language classrooms. Murphey underscores two primary advantages of using songs in English teaching: memorability and motivation. Songs, with their melodious tunes, facilitate easy memorization of words or sentences while also fostering motivation crucial for academic success (Murphey, 1992). The incorporation of songs into the teaching process enhances enjoyment and fosters a conducive learning environment. Consequently, students are more motivated to engage with English learning. Utilizing songs as a teaching tool for writing narrative texts not only piques students' interest but also instills motivation, as songs convey messages through melody, thereby stimulating students' curiosity and facilitating comprehension and memorization of content (Hancock, 2001).

The video itself provides a visual contribution to the audience or students in the viewing experience, which provides the audience with a view of the form and illustration of the story shown in a music video. This provides a stimulus for a viewer's brain to build imagination in his brain about how we have been shown to build creativity with visual

references that have been watched in music videos (Hoeckner, 2011). It is proved that the use of music videos in lessons can enhance students writing skills in narrative text, according to Waode Siti Faradila's (2017) study titled "The Use of Music Video Clips in Improving Students' Writing Skill in Narrative Text" which experimented on tenth grade students at SMAN Raha.

From some references above, this is the reason for this study to examine more deeply how valid music is in writing the narrative text. This research tries to explore the validity of music video increasing creativity in writing with the object of students as key informants being asked how they perceive as English language education students towards music in increasing creativity in writing narrative texts. Research related to music which can increase creativity in writing narrative texts has been proven by some studies such like that one article titled "The use of lyrical Pop Music media to Improve students' mastery in writing Narrative essay": An Experimental study at first grade student of SMAN 24 Bandung" and the more general one which talking about the influential of music in increase the creativity of writing "The Effect on Creative Writing" by K.C. Pugh.

The choice of English students as the object of this research is also not without reason. This research tries to determine the perception of an English language education student because a student is someone who has access to knowledge in a high field. The voice of a student also has unique credibility and is quite influential in contributing to educational research so far (Lewis, 2017).

From the studies that became the reference in this research. This study hypothesizes that the perception of English-speaking students of music videos helping their creative writing in writing narrative texts is true. The hypothesis emerged from a previous study that said that music videos were really effective in stimulating creative writing skills. (Waode, 2021). The study also considers the phenomenon of admiring an artist, whether it's a kpop idol, a western idol, or an Indonesian idol. The work and appearance of an idol/songwriter can trigger new ideas and encourage us to explore different styles and perspectives in our creative work.

LITERATURE REVIEW

Narrative Text

A text that tells a story is called a narrative text. Narrative text refers to a work of fiction or a complex series of events that leads to a critical situation and ultimately reaches a resolution. Anderson defines narrative as a textual composition that conveys a story, for the purpose of entertaining or informing the reader or listener (Anderson & Anderson, 1998). Narrative writing is prevalent as it allows the writer to simply recount their tale without any specific objectives. Narrative situates actions within specific time frames and recounts events in a chronological order.

The previous explanation states that the essence of narrative text lies in its sequence of events. Narrative text serves the function of providing entertainment, expressing emotions, recounting personal experiences, informing the reader about events and imparting a lesson, as well as persuading the reader to adopt a particular viewpoint.

Technology Use in Language Learning

Hennesy (2018) defines technology integration as the utilization of technology by teachers to enhance the efficiency of familiar tasks and potentially transform these tasks. Technology integration refers to the utilization of technology to enhance the educational setting. (Ahmadi, 2018), states that it enhances classroom instruction by providing learners with the chance to do work on a computer instead of using traditional pen and paper. An video is a suitable choice for teaching writing. An animation video is a

sequence of visuals that depict a tale, including conflict and dialogue, accompanied by sound.

The purpose of integrating video clips into writing instruction is to facilitate the comprehension and expression of ideas for students. The song's lyrics will assist students in selecting appropriate vocabulary when composing their paper. Students will learn certain concepts from the moving graphics in the video clip in addition to the songs. They can thus communicate their ideas without taking a lengthy time. So teachers have the ability to utilize video clips as a medium for instructing students in the art of creating narrative texts.

Teaching Writing Narrative Text to Students

In instructing students on the composition of narrative texts, an instructor ought to take into account the aforementioned qualities and components of exemplary writing. (Meyers, 2005) states that in addition to these components, the following objectives should be met when composing a narrative text:

- 1) It is unified, with all the actions developing a certain idea.
- 2) It is interesting, it draws the readers or audience into the action and makes them feel as if they are observing or listening to the events.
- 3) It introduces the four *wh-* of a setting—who, what, where, and when—within the context of the action.
- 4) It is coherent, transition indicates changes in time, location, and characters.
- 5) It begins at the beginning and ends at the end. That is, the narrative follows a chronological order with events happening in a time sequence.
- 6) It builds toward a climax. This is the moment of most tension or surprise time when the ending is revealed or the importance of events becomes clear.

METHOD

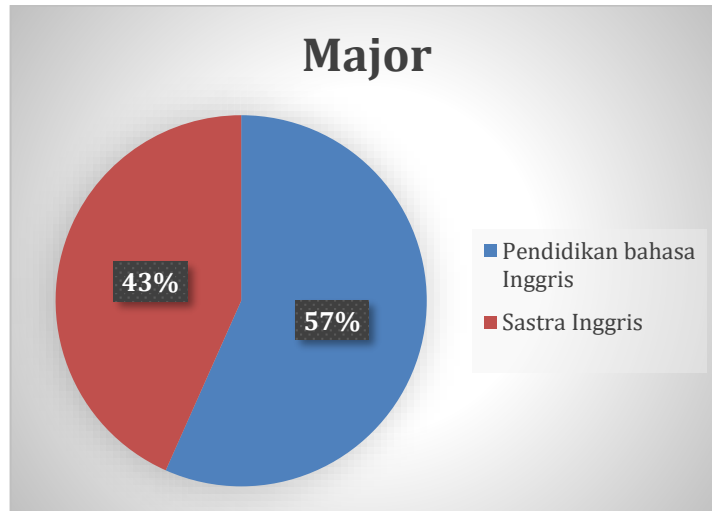
This research used a methodology of quantitative description. The data collection tool uses a Google Forms questionnaire and a live interview with respondents. The source of the data was obtained from the subject of the study, an English student, consisting of students of the English language and English literature education program. The questionnaire respondents consisted of 17 English language education students and 13 English Literature students.

RESULTS

respondents in this research were students in college who learned narrative text, also from English literature or English education majors. Based on the 30 respondent data obtained from the questionnaire, the characteristics obtained were based on gender, major, student classification, and several questions about using music videos as technology for learning.

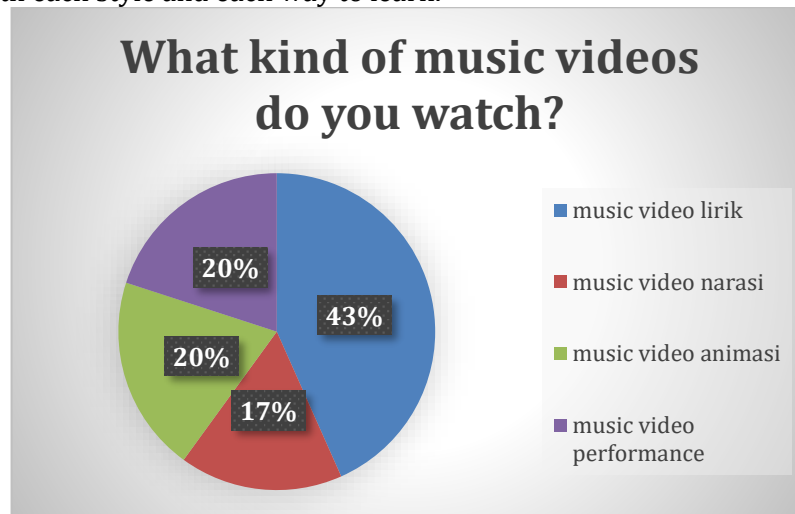
a. Major and Student's Classification

The first questionnaire's results show the department, grade, or school level, as well as whether the correspondent has gone through narrative text material in class. The results indicate that 43% of students studied English literature and left English education. The levels range from the first year (term 3) to the first graduate (term 8). Another note, All correspondents have already passed the narrative text material in class.



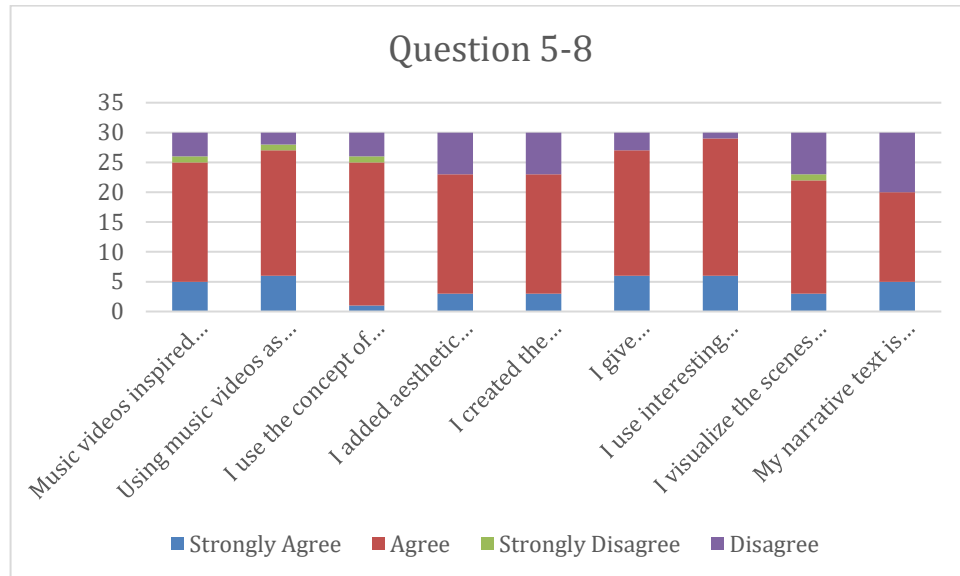
b. Result Question 1

Next question is the first question related to this research. Respondent give the responses about What kind of music videos they watch? the responses pretty variable and suit with each style and each way to learn.



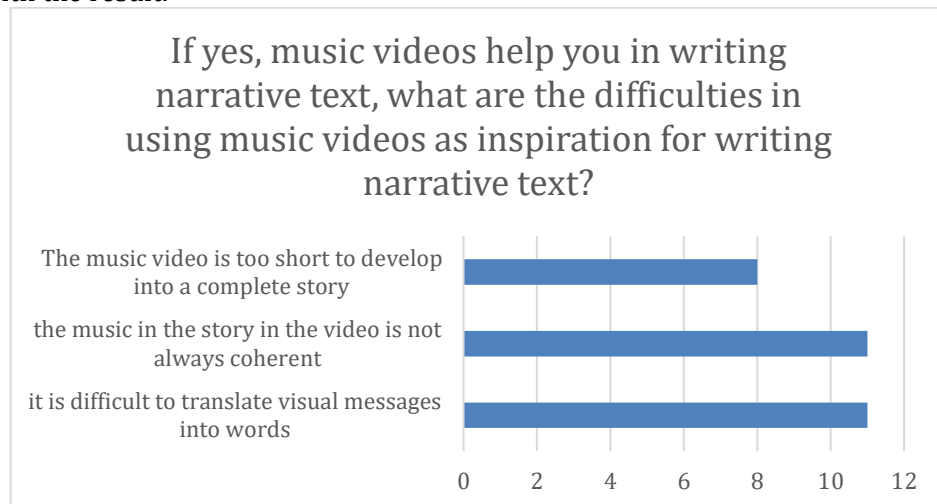
c. Question 5-8

From the question no 5 until 8, The results show that many respondents agree that music videos could help them develop their ideas. Respondent gives the really agree, and agree. Also, the negative response is less than a positive response



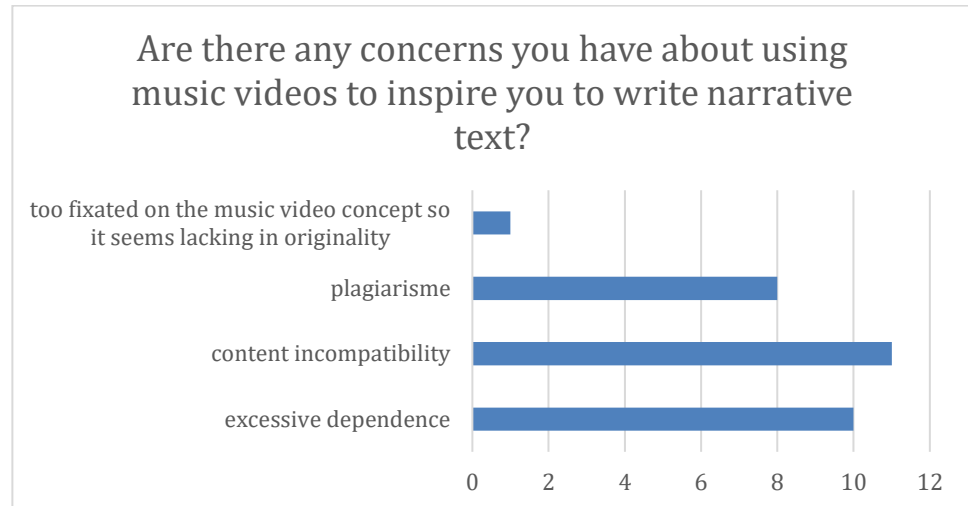
d. Question 9

From the next question, If yes, music videos help you in writing narrative text, what are the difficulties in using music videos as inspiration for writing narrative text? The results show that the music story in the video sometimes not coherent with the result.



e. Question 9

From the next question, Are there any concerns you have about using music videos to inspire you to write narrative text? The results show that the content incompatibility.



DISCUSSION

The discussion of the respondents' results shows that the use of music videos is useful for studying and understanding narrative texts studied by English language and English language education students. Based on the research and questionnaire for 30 respondents, The result shows that music videos are mostly acceptable as a medium for learning and understanding narrative text for various purposes; apart from that, the use of narrative text is entertaining and provides another way of learning.

After learning that using video clips as media improves students' narrative text writing skills, I calculated the t-test to see if there was a significant difference between the outcomes of both groups. According to the t-test calculation, there is a notable disparity in writing performance between students who were instructed using video clips as a medium and those who were taught without video clips as a medium. The average score of the experimental group is greater than that of the control group.

CONCLUSION

The research findings and analysis demonstrate a clear increase in students' grasp of writing abilities when taught through the use of media, music, and video. The researcher's inquiry regarding the effectiveness of using media, such as music videos, in writing instruction was resolved by this discovery.

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