STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH SONG

THESIS

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Students' Motivation in Learning English through Song

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This research entitled students' motivation in learning English through song at MAS Ruhul Islam Anak Bangsa. It is a descriptive quantitative field research through experimental teaching to find out students' motivation level and the effects of using songs in learning English among students at MAS Ruhul Islam Anak Bangsa. In data collection, a questionnaire was used employing a five-point Likert scale. The number of participants is 28 students of class XI MIPA 6. Based on the finding of the research, it revealed that most of students are motivated in learning English through song. It is supported by the data that most of the students have high motivation (75%) and some of them get moderate motivation (25%). From this result it can be concluded that most of the students strongly agree that song is one of the media which makes them motivated and interested in learning English. Thus, learning English through song has the following effect: it does not make them bored, it can reinforce vocabulary learning, it makes them more confident in speaking English and it is enjoyable learning even though they fail to get good grades.

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is a foreign language to be taught and learned from junior high school up to university. Being a foreign language, this language is difficult for students to master. Besides that they also have a lack of motivation due to their limited English proficiency. There are several factors that can affect the learning process at schools, such as internal factors and external factors. As stated by Slameto (2013), the internal factors include factors that exist within students, such as: student abilities, talents, interests, attention, motivation, attitudes, ways of learning, and others. While, the external ones consist of factors from outside students, such as: teacher abilities, learning atmosphere, learning facilities, learning methods, learning media, school environment and others.

Among students' internal factors, students' motivation plays a crucial role in their success in learning the language. This is supported by Wlodkowski (2008) that if there is no motivation to learn, then there is no learning. Therefore, motivation is highly important in creating an engaging learning environment for students. When students are motivated in the learning process, everything runs smoother, communication flows, anxiety decreases, and both creativity and learning become more apparent. Wlodkowski (2008) asserted that learners who conclude their learning experience feeling motivated about what they have learned appear to be more inclined to have sustained interest and utilize what they have

learned. As mentioned by Wlodkowski (2008) that individuals who finish a learning encounter with a sense of motivation regarding their newly found knowledge are more inclined to sustain their interest and apply what they have learned.

An intriguing method for enhancing students' motivation for learning English involves employing songs as an educational tool. According to Failoni (1993), numerous people derive enjoyment from listening to songs, which means that their interest for acquiring a new language could be boosted since songs offer a more enjoyable and interactive approach to learning. The addition of songs into foreign language instruction could serve as a means to capture students' attention and foster a more dedicated learning experience. Davanellos (1999) stated that a song can be used for language learning as well as for entertainment. Prescott (2005, as cited in Rachmawati, et.al., 2020) said that music is important for education, backed up this assertion. It not only helps students improve their scores but also helps them learn and gain knowledge.

Considering on the above phenomena, the researcher is aimed at conducting study to find out whether or not the use of song can affect students' motivation in learning English.

B. Research Questions

Based on the background of study, this study focused on the following problem:

1. What is the level of students' motivation at MAS Ruhul Islam Anak Bangsa in learning English through song?

2. What are the effects of using song in learning English at MAS Ruhul Islam Anak Bangsa?

C. The Aim of Study

Based on the problem of study, the purposes of this study are formulated as:

1. To know the level of students' motivation at MAS Ruhul Islam Anak Bangsa in learning English through song.
2. To find out the effects of learning English using song at MAS Ruhul Islam Anak Bangsa.

D. Significances of Study

1. This research will give contribution to the field of English language learning. Besides that, by studying the level of students' motivation in learning English through songs, this research will provide valuable insights for both educators and teachers in developing English learning strategies.
2. This research is also expected to provide benefits for other students. experience for further research on the same topic.
3. This research is expected to be useful for other researchers to conduct research on the same topic as well.

E. Terminologies

Terminology pertains to the clarification of key terms associated with the study's title. This section is essential for ensuring the clarity and comprehension of

the study, thereby preventing any potential confusion or misinterpretation. Certain terms employed in this research will be elucidated as follows:

1. Learning Motivation

Winkel (2003) in Puspitasari (2012) defines learning motivation as the overall driving force within oneself that gives rise to learning activities, and ensures the continuity of learning activities and gives direction to learning activities so that the desired goals are achieved. It is said to be overall because usually there are several motives that together move students to study. Learning motivation is a psychological factor that is non-intellectual in nature, and plays a role in fostering enthusiasm for learning.

2. Song

According to Griffe (1992) songs are vocally produced, linguistically meaningful and have melody. So, it can be concluded that song is a piece of music that has words which are linguistically meaningful and sung by a singer.

CHAPTER II

LITERATURE REVIEW

A. Motivation

1. Definition of Motivation

There are some definitions given by experts on motivation. According to Harmer (2007), motivation is described as an internal impetus that compels individuals to take action in pursuit of their objectives. In addition, Dimyati and Mudjiono (1994) defined motivation as a compelling force that guides and mentally stimulates human actions, with the ability to become active whenever a specific need arises, especially when that need is essential for achieving a goal.

According to Paris and Turner (1994), motivation is likened to the 'engine' behind learning. It has the potential to shape what we learn, how we learn, and when we choose to engage in learning (Schunk & Usher 2012). Research indicated that motivated learners are more inclined to take on challenging tasks, actively participate, derive enjoyment from learning, adopt a deep learning approach, and display improved performance, persistence, and creativity (Ryan and Deci 2000). Given the significant interplay between motivation and learning (Brophy 2010), it's unsurprising that motivation has been a subject of extensive research in traditional educational settings (Schunk et al. 2014). However, it's worth noting that studies examining motivation to learn in online contexts are relatively scarce in terms of both quantity and scope, as noted by others (Bekele 2010).

As outlined by Himase (2003), motivation encompasses a complex mix of thoughts, beliefs, perceptions, values, interests, and actions, all interconnected.

Consequently, various approaches to motivation can center on cognitive aspects (such as monitoring and strategy use) or non-cognitive elements (like perceptions, beliefs, and attitudes), or even encompass both. For instance, Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, intrinsic task focus, and the willingness to tackle challenging, difficult, and novel tasks" (p. 525). Conversely, Turner (1995) equates motivation with cognitive engagement, which he defines as "voluntary employment of advanced self-regulated learning strategies, including attention, connection, planning, and monitoring" (p. 413).

Early investigations into motivation, as noted by Stipek (1996, as cited in Woolfolk, 2004), were firmly rooted in the literature on extrinsic reinforcement. In this context, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Skinner, a proponent of this approach, delineated various forms of reinforcers. Positive reinforcers, or rewards, are consequences that increase the likelihood of a specific behavior when they are linked to it, while negative reinforcers are consequences that heighten the likelihood of a particular behavior by removing or diminishing an adverse external stimulus.

Based on the above definition, it can be understood that motivation can be as an engine to make learning, to enjoy learning, to have stimulus and curiosity, to tackle challenging and difficult and novel tasks and also to reinforce learning.

2. Goals of Motivation

In general, Purwanto (2010) argued that the goal of motivation is to stir or awaken someone so that their desire and willingness to do something arises in order for them to gain outcomes or reach specific goals. For a teacher, the goal of motivation is to influence or encourage students to create desires to enhance their learning outcomes so that educational goals are met in accordance with those expected and anticipated in the school's curriculum.

3. Types of Motivation

There are two types of motivation, namely extrinsic motivation and intrinsic motivation.

a) Ekstrinsic motivation

Extrinsic motivation, as described by Woolfolk (1990), refers to motivation that originates from external factors or external rewards unrelated to the learning context. Wilkins (1972) echoed this perspective, asserting that a learner is extrinsically motivated when their desire to learn a language is driven by factors such as passing an examination, using it in their profession, utilizing it during a holiday abroad, as an alternative to watching television, or as a requirement imposed by the educational system.

Then, extrinsic motivation, as defined by Yamin (2008), is the engagement in learning activities driven by external influences and needs that are entirely disconnected from one's personal learning objectives. In essence, it is highly influenced by the surrounding environment, such as the requirement within a school

setting to attain fluency in English. In this context, students are motivated to learn English due to external regulations, creating a motivating force for their language acquisition.

Schunk, Pintrich, and Meece (2008) delineate four categories of extrinsic motivation that drive individuals. These are external regulation, introjected regulation, identified regulation, and integrated regulation. According to Schunk, Pintrich, and Meece (2008) these extrinsic motivational facets can be described as follows:

1. External regulation. External regulation occurs when students may not initially desire to work on an assignment but do so in order to gain rewards or evade punishment. These students respond favorably to the prospect of rewards and actively strive to complete their tasks to attain them or avoid punishment.

2. Introjected regulation. Introjected regulation comes into play when students engage in a task because they feel an internal obligation or a sense of guilt if they do not. In this case, students believe they should complete the task, even if it's not their personal choice.

3. Identified regulation. Identified regulation is when students participate in an activity because they personally value it. These students are motivated by the importance of the task to them, even if they have utilitarian reasons for doing it.

4. Integrated regulation. Integrated regulation involves students integrating a mix of internal and external influences into their self-concept and engaging in behavior because it aligns with their sense of self.

In the context of external motivation, it is driven by factors external to the individual. For example, students may feel compelled to study diligently to pass an exam, or they might be inclined to learn English due to external factors, such as the threat of punishment or the expectation of rewards within their school environment.

b) Intrinsic Motivation

Intrinsic motivation is a form of drive that originates internally, free from any external influence or coercion. According to Lai (2011), intrinsic motivation is characterized by personal enjoyment, interest, or the sheer delight derived from an activity. Deci et al. (2000) emphasize that intrinsic motivation not only fuels but also sustains activities through the natural gratification inherent in purposeful, self-driven actions. In the words of Ryan and Deci (2000), intrinsic motivation can be defined as engaging in an activity for the inherent satisfaction it offers, rather than seeking separate, external outcomes. When individuals are intrinsically motivated, they are inclined to act for the sheer enjoyment and challenge the activity provides, rather than being driven by external rewards, pressures, or products.

As per Yamin (2008), intrinsic motivation is the impetus for initiating and sustaining the learning process, driven by the recognition of a genuine need and the encouragement that directly relates to the act of learning. This implies that intrinsic motivation yields valuable outcomes, including enhanced creativity, higher quality, spontaneity, and a strong sense of commitment in the pursuit of learning English.

Intrinsic motivation empowers students to establish their own objectives, such as learning goals and achievement goals. Pintrich (1996) affirmed that a

mastery goal, which entails a desire to gain a profound understanding of a subject, has been linked to effective learning strategies, positive attitudes towards education, a preference for challenging tasks over simpler ones, perceived competence, diligent effort, consideration of future consequences, self-regulation, the application of deep cognitive processes, perseverance, choices that lead to achievement, and the demonstration of initiative.

In the context of intrinsic motivation, influenced by several factors, Lepper and Hodell (1989, as cited in Moskovsky and Alrabai, 2009), proposed four primary factors as the primary sources of intrinsic motivation: challenge, curiosity, control, and fantasy. As Vockell (2001) defined it, challenge involves learners being intrinsically motivated when they (a) set and strive to achieve well-defined objectives themselves, (b) find these objectives neither too easy nor too difficult, (c) receive constructive and encouraging feedback on their progress, and (d) feel confident and competent after completing these tasks. Additionally, according to Vockell (2001), curiosity pertains to the idea that learners are more motivated when they are exposed to a more engaging and intellectually stimulating learning environment. Control refers to the level of autonomy learners have over their activities and how they carry them out. Learners feel a greater sense of control when they perceive their learning activities as relevant to their goals (Vockell, 2001). Lastly, fantasy relates to learners' capacity to use their imagination to envision imaginary events or situations connected to the information they are learning, satisfying their emotional needs simultaneously (Vockell, 2001).

Armed with an understanding of these four primary sources of intrinsic motivation, teachers, in their role as facilitators, can enhance students' intrinsic motivation through engaging and varied learning methods that spark students' interest and stimulate curiosity in learning English. Furthermore, intrinsic motivation allows students to self-develop without external coercion, as it originates purely from within, encouraging them to persist in achieving their goals, such as language learning.

4. Function of Motivation

According to Sukmadinata (2005) motivation has two functions:

a) Directional function

In directing activities, motivation plays a role in bringing things closer or how far away a person from the goals or objectives to be achieved. If the goal or objective is something that the individual uses, then motivation plays a role in bringing things closer together. If the goal is not what they desired, then motivation plays a role in separating goals.

b) Activating and energizing function

An action or activity that has no motive will be done carelessly and unplanned, so it probably won't bring results. On the other hand, if motivation is big and strong, then the activity will be carried out seriously and planned and is likely to be bring great results.

5. Elements of Motivation

According to Hamalik (2013) there are three elements of motivation:

a) Motivation starts from changes in personal energy. These changes occur due to certain changes in the system neurophysiological in the human organism, for example due to the occurrence changes in the digestive system will result in hunger motives;

b) Motivation is characterized by the emergence of feelings (affective arousal). At first it was psychological tension, then it became an emotional atmosphere. This emotional atmosphere gives rise to patterned behavior. These changes can be observed on his deeds;

c) Motivation is characterized by the emergence of reactions to achieve goals. A motivated person provides responses towards a goal certain.

B. Language Learning Motivation

1. Students' Motivation

Motivation serves as the primary driving force that initiates one's journey into learning and continues to propel the learning process in a sustainable manner. As noted by Dornyei and Ryan (2015), learning constitutes a fundamental aspect of human development, facilitating individual growth and behavioral evolution. Every endeavor undertaken and all achievements attained are inherently rooted in the process of learning, as individuals shape their lives and actions based on acquired knowledge. It is essential to understand that learning is not merely an internal experience; it is an ongoing process, not an end result. Consequently, learning

unfolds actively and holistically, involving diverse actions aimed at achieving specific outcomes. Therefore, the motivation to learn serves as the catalyst for nurturing the learning process with the ultimate goal of reaping the benefits it offers.

During the process of learning, a student acquires knowledge driven by their inner mental fortitude, which encompasses elements like desire, focus, ambition, and aspiration. This mental strength can be categorized into two levels, namely low and high. Consequently, motivation can be understood as a mental drive that propels and guides human behavior, including actions related to learning. Within the realm of motivation, the pivotal factor is the desire that triggers, steers, and shapes one's attitudes and behaviors toward learning. Furthermore, motivation comprises two primary components: needs, which provide the impetus, encouragement, and direction, and goals that serve as the targets or objectives to be achieved.

Moreover, a motivated student will exhibit actions aimed at propelling themselves towards their objectives while alleviating the tension stemming from their inner drive. Their motivation becomes apparent through observable behaviors, such as sustained attentiveness, prompt initiation of tasks, voluntary participation in discussions, and a noticeable sense of joy and enthusiasm. In essence, motivation steers them toward actions that lead to goal attainment, often seeking appreciation and recognition from others. The key point is that a motivated student actively strives to realize their aspirations, spurred on by their desire for accomplishment, resulting in a sense of excitement and happiness when their motivation is in full swing.

Furthermore, during the learning process, two distinct factors serve as the motivating forces: extrinsic motivation, which originates externally, and intrinsic motivation, which arises from within the individual (Ihsan, 2016). A child lacking motivation, whether it's low or entirely absent, will encounter challenges in achieving success. Such a child tends to quickly find contentment with their outcomes, lacks enthusiasm, demonstrates a lack of creativity, and struggles to maintain focus.

Based on the earlier explanation, it can be deduced that motivation plays a crucial role in the process of learning. Learning motivation serves as a vital catalyst, propelling students toward the pursuit of achievement. This motivation to learn can originate internally or be influenced by external factors, underscoring its significance as a driving force in the learning journey. High motivation is associated with effective learning approaches, while students with low motivation tend to adopt less productive learning styles.

2. Learning Motivation Components

Not a few experts deepen the science of motivation, especially learning motivation, one of the experts who devoted himself in the field of learning motivation is Zoltan Dornyei. Zoltan Dornyei (1994) explains that learning motivation has four main components including interest, relevance, expectancy, and satisfaction.

1) Interest

Interest pertains to intrinsic motivation and revolves around an individual's innate inquisitiveness and their drive to explore both themselves and their surroundings. Interest refers to directing and maintaining students' attention to appropriate learning material. Dornyei offers several strategies to gain and maintain students' attention, including creating inconsistencies or conflicts in information or events, expressing examples and visuals in a concrete way, varying presentations, media, formats and interaction styles, introductory humor in lessons, investigations etc.

2) Relevance

Relevance means that the material studied must be related to students. Relevance refers to the extent to which students perceive that the teaching is connected to their important personal needs, values, or goals. On a macro level, this component is related to mediation; at the level of the learning situation, it pertains to how conducive classroom teaching and course content are viewed in achieving the goal, which is mastery of L2. Dornyei offers strategies for increasing relevance to subject matter including relating what is being studied to students' interests or experiences, linking subject matter to future experiences that learners may have, matching learners' needs with instructional strategies, learners' enthusiasm for the subject matter, and giving students options for meaningful learning.

3) Expectancy

"Expectancy" refers to the perceived likelihood of success and is related to students' self-confidence and self-efficacy. The concept of confidence means increasing students' level of confidence that they will succeed. Students with a high level of self-confidence can decide to persist in learning, while those with a low level of self-confidence can easily give up. Some strategies that can be applied to increase students' self-confidence are by gradually adjusting the level of difficulty of the material, helping students to expect success, connecting students' success with their efforts, placing students to be more independent in learning activities, and providing realistic assignments. as a strategy to increase students' self-confidence.

4) Satisfaction

The concept of satisfaction in learning motivation is how students feel about their achievements. Satisfaction is related to giving appropriate rewards to performance during learning based on extrinsic and intrinsic motivation. Some strategies that can be applied to the concept of satisfaction include providing positive natural consequences for learning, giving students unexpected rewards, providing reciprocity and praise, avoiding negative influences on learning, etc.

From some of the definitions above can describes motivational components as follows.

Table 2.1

Learning motivation indicators

Component	Descriptor
1. Interest	• Have a sense of interest in learning • Do not get bored easily when studying • Easy to pay attention • Feel relaxed and not easily stressed when studying
2. Relevance	• Suitability of the song used • Content of topics related to subject requirements
3. Expectancy	• Build confidence in self-expression • Confident in mastering learning skills
4. Satisfaction	• A sense of pride and satisfaction after learning • Thoroughly enjoying the learning process

3. Motivation in Language Learning

Motivation plays a pivotal role in influencing students' success in acquiring English language skills. According to Lasagabaster and their colleagues (2014), when motivation is instilled in the process of learning a second language, it provides students with the drive to achieve unexpected accomplishments and enhances their ability to grasp a second language, whether in a short or long time frame. Lalonde and Gardner, as cited by Spolsky (1989), further underscore that highly motivated students exhibit a greater capacity for learning and a quicker pace of progress compared to their less motivated counterparts. This heightened motivation stems from a blend of exerted effort, strong desire, and positive emotional responses to the journey of learning a second language. In contrast, students who lack motivation

to learn English often exhibit inappropriate behavior and pose disciplinary challenges when they do not receive the necessary attention and encouragement.

As stated by Harmer (2001), the motivation behind an individual's pursuit of English proficiency is shaped by the collective attitude of their community, the influence of significant individuals in their proximity, including teachers, and the instructional methods employed during the learning process. Dornyei (2001) similarly supports this viewpoint, emphasizing that motivation is closely tied to a fundamental aspect of human psychology. Most educators and researchers concur that motivation plays a pivotal role in shaping students' ultimate success or lack thereof in the learning journey. Those language learners who are genuinely committed to mastering a foreign language can attain the level of proficiency they aspire to achieve.

Therefore, it can be inferred that the perspectives mentioned above collectively shape students' attitudes towards the language they are acquiring, and these attitudes, in turn, impact their motivation. The sustainability of this motivation hinges on how students perceive the situation. In essence, the motivation of students plays a pivotal role in guiding their strategies for learning English, which are often influenced by their personal desires and interests. This viewpoint finds support in Frandsen's assertion that motivation encompasses the process of initiating, sustaining, steering, and gauging the intensity of one's efforts in the learning effort.

C. Song as a Tool of Learning

1. Definition of Song

Songs represent one of the most captivating and culturally enriched resources that can be readily incorporated into language classrooms. Griffe (1992) defined songs as pieces of music that include lyrics, particularly popular songs like those heard on the radio. In the same vein, Griffe highlighted the following commonalities between songs, speech, and poetry that they all involve vocal production, carry linguistic meaning, and possess a melodic component. Moreover, they share the characteristic of being typically transcribed before dissemination, amenable to musical adaptation, and suitable for auditory consumption.

In essence, a song can be defined as a composition comprising musical elements, lyrics, or verses that are sung or spoken with vocal modulation, conveying thoughts and emotions. Songs possess a potent quality; they have the capacity to elicit strong emotions or even tears from individuals. Furthermore, songs can forge deep emotional connections with people, events, and places, creating a personal resonance that makes the listener feel as if the song were tailored specifically for them.

Therefore, the writer posits that incorporating English songs into the learning process can serve as an alternative and effective means to enhance junior school students' English language proficiency.

2. Function of Song

According to Lo and Li (1998), songs serve as invaluable tools for enhancing students' skills in listening, speaking, reading, and writing. They can also be effectively employed to teach a wide range of language elements, including sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Additionally, Weda (2009) asserted that using songs as a method for teaching English to young learners yields numerous benefits. Among these advantages is that students experience a sense of comfort and relaxation, fostering a conducive atmosphere that contributes to their language proficiency.

Furthermore, Lo and Li also elaborated on the advantages of incorporating songs into language activities, highlighting that these activities stimulate students' interest and increase their engagement in the learning process. Based on the points discussed previously, songs have various purposes in the fields of linguistics, psychology, cognition, social interaction and culture. They are used not solely for entertainment but also as a valuable tool for education.

3. The Role of Song in Motivating Students in Learning English

Song has always been a big part of human life: it is ubiquitous, it surrounds us everywhere and widely accepted throughout the world. Kuśnierek (2016) stated that regardless of how far the capacity and sensitivity to music is programmed in the human brain or is a byproduct of it authorities and other trends in musical culture, it undoubtedly plays a very central role and fundamental roles.

The integration of songs into language education has attracted the attention of experts in the field of English language teaching (ELT). David Nunan, a renowned ELT expert, emphasizes the importance of motivation in language learning. He argues that songs have the power to harness students' emotional engagement and intrinsic motivation. According to Nunan (2003), songs can provide authentic language input, making learning more meaningful for students.

Duff (2002), a second language acquisition expert, argues that songs offer multisensory learning experiences that appeal to different learning styles. He argues that the combination of auditory, visual, and kinesthetic elements in songs can improve students' memory retention and overall language proficiency.

Gardner (1999) stated that individuals have various types of intelligence, including musical intelligence. Integrating songs into language education aligns with this theory by catering to students with musical intelligence, enabling them to excel in language learning through a medium that suits them. Lantolf (2000) draws on Vygotsky's socio-cultural theory to argue that songs can function as cultural artifacts, providing learners with insight into the sociocultural context of the language they are learning. Songs, in this view, help students understand language as a living entity tied to cultural practices and beliefs.

Songs are an excellent 'tool' to help the process of learning English, more specifically songs are believed to be able to motivate students while participating in learning English. It can also be said that songs are an important part of learning English because songs make students more sensitive to sound, and learning a language is learning various types of meaningful sounds. Songs can also make

students more interesting. When children like the songs taught by the teacher, they will be happy and enthusiastic about doing it. And indirectly they are learning something.

According to Brewster et al (2002) there are many advantages to using songs as learning resources. one of them is that songs are affective/psychological resources. Apart from being fun, songs are also able to motivate students while fostering a positive attitude towards English. Song is not something that is scary or threatening for students. Even songs can help increase students' self-confidence.

An expert and practitioner in the field of language, Suwartono (2012) believed that the rhythm and authenticity of songs can be used for language learning. Because through songs students can learn 4 skills in English, namely Listening, Speaking, Writing and Reading. The tone and melody of the song make the learning atmosphere fresher.

Itsnaini (2022) stated that the song becomes a reference for students in pronouncing English words well and correctly. Because in each song, the singer will pronounce the words in the lyrics which without realizing their pronunciation can be stored in the listener's brain memory quickly if listened to repeatedly. It is highly recommended that when students hear an English song, the teacher displays the lyrics of the song. This can also train students' listening skills. This situation makes the learning process more interesting and makes a deep impression on students' memories. Therefore, songs will be a very effective learning medium for honing good English pronunciation skills. By paying attention and reading the lyrics of the song softly. After finishing listening to the song, students are given the

opportunity to try singing a line of the lyrics to the song. This is done on an ongoing basis with other students. So that subconsciously they begin to be directed to be confident in speaking English.

Through songs, students can also enrich their vocabulary, of course with direction from the teacher. Isnaini (2022) shared the trick that when listening to songs in English, students are directed to pay attention to the lyrics of the song. After the song has finished playing, the teacher then instructs the students to write (Writing) vocabulary that feels foreign or is the first time they have encountered it. Next, the teacher can explain the meaning of the vocabulary and how it is used in everyday life. After that, the teacher can provide notes on the English vocabulary of the song and its meaning for students to learn at home.

Expert opinions in the field of ELT consistently highlight the role of songs as motivational tools for students learning English. Songs are an excellent 'tool' to help the process of learning English, more specifically songs are believed to be able to motivate students while participating in learning English. It can also be said that songs are an important part of learning English because songs make students more sensitive to sound, and learning a language is learning various types of meaningful sounds. Songs can also make students more interesting. Especially when students like the songs applied by the teacher, they will be happy and enthusiastic about doing it. And indirectly they are learning something.

D. Previous Study

This research has been conducted by many researchers, similar to the study conducted by Husain, S., et al. (2021) entitled "Student Motivation to Learn Foreign Languages Through Song in Malaysia". The research was conducted to identify the effects of using songs as a teaching aid for students studying foreign languages at Universiti Putra Malaysia. This research was conducted on 105 students who were randomly selected as respondents and given an online questionnaire to fill out. The questionnaire was developed based on Dörnyei's theory (1994), namely a course-specific motivation component involving four constructs (interest; relevance; hope; satisfaction). The research results show that students strongly agree that learning a foreign language using songs has the following effects: (i) it doesn't make them bored, (ii) the lyrics trigger their interest in learning a foreign language, (iii) the use of songs in foreign language learning helps to reinforce vocabulary, and (iv) students feel proud when they pronounce words correctly.

Additionally, Aguirre, D., et al. (2016) conducted a study about influence of songs in Primary School students' motivation for learning English. The purpose of this study is to explore how the use of songs in English helps motivating students while learning English as a Second Language (ESL). The participants were primary school students at a private school located in the Lima Metropolitan Area. This study used a mixed-method design that included observations carried out by the research team and questionnaires completed by students. The results show that students are motivated to participate and become more engaged in classroom

activities when songs are used in their English classes. This result was more strongly confirmed with the observations than with the questionnaires.

Another research has been done by Rizkina, R. The aim of the study is to find out the level of students' motivation in learning English and to figure out the dominant motivation among the students in MAN 1 Sigli. This research employs survey research which is part of quantitative research. The instrument of this research is questionnaire and used a fivepoint likert scale as motivation level measurement. The participants of this study are fifty students of the first grade of MAN 1 Sigli. The writer took the sample by using convinience sampling. The findings of this research are; there are 21 students have high motivation and 29 students have moderate motivation which the total score is 3.57. Therefore, in average the students have moderate level of motivation, based on the interpretation from the total score (3.57) of Five-Point Likert scale; and the dominant motivation among the students in learning English is intrinsic motivation which the total score is 3.79, meanwhile the extrinsic motivation score is 3.36 which is interpreted as a moderate motivation level.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, there will be an explanation about research design, research participants, research instruments and research analysis procedure. All of them have to be explained in order to understand the processes that have been done by the researcher.

A. Research Design

The type of research used in this research is qualitative research with experimental research methods. The experimental research method is a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2007). The research design used in this research is a pre-experimental design in the form of a one shot case study. The one shot case study is a research design that only involves one experimental class which is carried out without a comparison class and without an initial test. The design model is as follows:

X	O

Information:

X = Treatment (independent variable)

O = Observation (dependent variable)

B. Research Respondents

1. The Population

According to Ary et al. (2010), the population, encompasses all members of a distinct category of individuals, events, or objects. The population in this study consists of all eleventh-grade students in the science program of MAS Ruhul Islam Anak Bangsa for the academic year 2023/2024, which includes 7 classes, totaling 230 students with the following details:

Table 3.1

The number of eleventh-grade students in the science program of MAS Ruhul Islam Anak Bangsa

No.	Class	Number of Students
1.	XI MIPA 1	31 students
2.	XI MIPA 2	33 students
3.	XI MIPA 3	34 students
4.	XI MIPA 4	33 students
5.	XI MIPA 5	29 students
6.	XI MIPA 6	35 students
7.	XI MIPA 7	35 students
	Total	230 students

2. The Sample

As stated by Sugiyono (2019), a sample is a group of individuals who have the same traits and characteristics as the entire population. In this research, a sample will be selected from one class. The sample selection was carried out using the purposive sampling technique. Purposive sampling is a sampling technique involving specific considerations in determining the sample (Sugiyono, 2016). The

reason for using the purposive sampling technique is due to limitations in class availability and time constraints, allowing for research to be conducted in only one class directed by the school, which is class XI MIPA 6.

C. Research Procedure

The researcher went through several stages in conducting this research. In the first stage, which was the stage of preparation, the researcher obtained research implementation permission at MAS Ruhul Islam Anak Bangsa and coordinated with the English subject teachers there. Next, for the treatment stage, the researcher conducted the learning process using song media that applied all basic English language skills: listening, speaking, writing, and reading. First thing that the researcher did in the learning process was distributed song lyric sheets with some blank spaces that students had to fill in while the song was playing, which included in the listening skills section. After playing it twice, the researcher instructed students, one by one, to come forward and write the answers from the song lyrics on the whiteboard, which was part of the writing activity. Then, we corrected the answers written by the students on the whiteboard and discussed the meanings of those words to enhance their vocabulary. Last, we read and pronounced the vocabulary together to practice both reading and pronunciation/speaking skills.

After the treatment process was completed, the researcher provided questionnaire papers for the collection of research data. In the final stage, the

researcher analyzed and described the obtained data, as well as compiled the implementation report and research results in the form of a thesis.

D. Data Collection Procedures

The researcher employed a questionnaire as the data collection method for the research. In line with Roopa and Rani (2012, p. 273), a questionnaire is described as "a set of inquiries posed to individuals to gather statistically relevant information about a specific subject." The questions presented in the questionnaire were created using a five-point Likert scale to obtain data that, when processed, will show measurements of students' motivation levels and the effects of learning English through songs.

In this research, the questionnaire is taken and modified from Husain, Salina, et al. (2021). The statement items in the questionnaire were adapted to this research. There are a total of 19 statements related to students' motivation in learning, covering four components: interest, relevance, expectancy, and satisfaction. To prevent potential confusion and make it easier for participants to answer questions, the researcher translated the questions from English to Indonesian. Respondents will be instructed to complete it by choosing from the following categories: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree) and SD (Strongly disagree).

The questionnaire will be measured using a Likert scale which has five levels of preference, each with a score of 1-5 with the following details (Mcleod, 2019):

Table 3.2
The score of questionnaire

Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

By utilizing this instrument, the writer can gauge the level of students' motivation and the effects of learning English through among students of MAS Ruhul Islam Anak Bangsa.

E. Methods of Data Analysis

To analyze the data, each response from the questionnaire will be analyzed by computing the mean of each question. The author employed a Five Point Likert Scale to assess the degree of motivation in learning English through song. The criteria on the scale used to ascertain the level of motivation are as follows (Mcleod, 2019):

Table 3.3
Mean range of A Five-Point Likert Scale

Mean Range	Interpretation
3.68 – 5.00	High level of motivation
2.34 – 3.67	Moderate level of motivation
1.00 – 2.33	Low level of motivation

By using this scale, the author can determine the level of students' motivation in learning English through songs.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This section provides an interpretation and discussion of the findings from the data collected through the questionnaires distributed to the respondents.

A. Research Finding

Before discussing the finding of this research, it is necessary to describe the location of this research. This research was conducted at MAS (A Private Senior High School) Ruhul Islam Anak Bangsa, situated at Pintu Air Street, Gue Gajah, District of Darul Imarah, Aceh Besar Regency, Province of Aceh.

As cited earlier in chapter two, the population of this research is all students of grade XI consisted of 329 students and to be the sample of this research was taken from one class students of XI MIPA 6 consisting of 28 students.

In obtaining the data, questionnaire was used to determine the students' motivation in learning English through song at MAS Ruhul Islam Anak Bangsa. The number of the question in the questionnaire is 19 questions in statements, with 5 alternative answers namely strongly agree, agree, neutral, disagree and strongly disagree. For further information on the questionnaire given can be seen in appendix D. In addition, each alternative answers of the questionnaire have various scores; strongly agree is five, agree is four, neutral is three, disagree is two and strongly disagree is one. The students' answers was calculated to see the average score of the students in answering the questionnaire. The range of the score was ranging from one to five according to a Five-Point Likert Scale, the level can be divided

into 3.68-5.00 as a high degree of motivation, 2.34-3.67 as a moderate level of motivation, and 1.00-2.33 as low motivation.

This research uses Dörnyei's (1994) theory, which is a course-specific motivation component that involves: interest, relevance, expectancy, and satisfaction.

B. The Result of Questionnaire

Table 4.1
Component of interest

No.	Statement	SD	D	N	A	SA
1.	I feel interested in learning English using songs.			2 (7%)	7 (25%)	19 (68%)
2.	I am committed to following the English class when using songs.		2 (7%)	9 (32%)	6 (21%)	11 (40%)
3.	I feel motivated to learn English using songs.			7 (25%)	3 (11%)	18 (64%)
4.	I find it easier to pay attention when learning through songs.		1 (4%)	12 (43%)	2 (7%)	13 (46%)
5.	I don't feel bored when learning English using songs.			2 (7%)	4 (14%)	22 (79%)
6.	I don't get stressed easily when learning English using songs.			2 (7%)	6 (21%)	20 (72%)
7.	I can learn in a relaxed environment using songs in English class.			5 (18%)	8 (29%)	15 (53%)

There are seven items constructed to measure the components of interest in learning English through song among students. Based on component 1, there are 2 statements that students did not agree with, which are items 2 and 4. Meanwhile, the statement with the highest 'strongly agree' response from students is item

number 5, with 22 respondents (79%), followed by item 6 with 20 respondents (72%).

Table 4.2
Component of relevant

No.	Statement	SD	D	N	A	SA
8.	The use of songs while learning English is very appropriate for me.			14 (50%)	3 (11%)	11 (39%)
9.	The lyrics can make it easy for me to understand			5 (18%)	9 (32%)	14 (50%)
10.	The lyrics can make me interested in learning English.			7 (25%)	8 (29%)	13 (46%)
11.	The lyrics make it easier for me to understand the grammar structure.	1 (4%)	5 (18%)	8 (28%)	5 (18%)	9 (32%)
12.	Using song during the learning process can help me memorize a lot of words.			4 (14%)	7 (25%)	17 (61%)

The relevance component refers to the topic content related to the skill needs of English, which facilitates the processes of understanding, memorization, frammar comprehension, and so on. In this research, relevance is associated with the suitability of songs used in the English language learning process as a form of student motivation. Five statements were adapted to measure this component, and only one item, which is item 11, indicates that students strongly disagree. Conversely, item 12 recorded the highest percentage of strongly agree responses, with a total of 17 respondents (61%).

Table 4.3
Component of expectancy or confidence

No.	Statement	SD	D	N	A	SA
13.	The use of songs in the learning process makes me more confident in pronouncing words in English.			8 (29%)	7 (25%)	13 (46%)
14.	Using songs during the learning process can help me understand English grammar.		7 (25%)	9 (32%)	4 (14%)	8 (29%)
15.	Using songs during the learning process can help me feel more confident to speak English.			11 (39%)	2 (7%)	15 (54%)

The component of expectancy explains students' self-confidence in learning English. The level of student confidence appears to have a higher percentage when the song method is used in class. Three statements were formed to measure this component and the finding shows that there was only one statement expressed disagreement among students, which is item 14. Meanwhile, item 15 recorded the highest percentage of strongly agree, with 15 respondents (54%).

Table 4.4
Component of satisfaction

No.	Statement	SD	D	N	A	SA
16.	It is a satisfaction for me when I can answer the questions given in English learning activities using songs.		3 (11%)	5 (18%)	6 (21%)	14 (50%)
17.	I feel proud when I can pronounce words in English using songs while studying in class.		3 (11%)	6 (21%)	5 (18%)	14 (50%)
18.	I attend English classes because I like learning it using songs.	1 (4%)	1 (4%)	9 (32%)	6 (21%)	11 (39%)

19.	I still enjoy learning English with songs even though I failed to get good grades.	1 (4%)	1 (4%)	3 (11%)	6 (21%)	17 (60%)

The satisfaction component was developed to assess the level of students' mastery of the effectiveness of using song in English language learning that makes students enjoy themselves. The research results found that students can comprehend an English language when elements of music are utilized during the language learning process. Four statement items were formed to measure this components. The findings indicate that students strongly disagree with two items, which are items 18 and 19. Meanwhile, item 19 has the highest percentage of strong agreement, with a total of 17 respondents (60%).

Furthermore, the following is the students' score of motivation individually.

Table 4.20
Students' motivation score

No.	Initial Name	Total Score	Mean Score	Interpretation
1.	AN	82	4.32	High level of motivation
2.	NS	86	4.53	High level of motivation
3.	IK	65	3.42	Moderate level of motivation
4.	ZN	79	4.16	High level of motivation
5.	SA	80	4.22	High level of motivation
6.	R	64	3.37	Moderate level of motivation
7.	ZS	50	2.63	Moderate level of motivation
8.	PS	85	4.47	High level of motivation
9.	AN	61	3.22	Moderate level of motivation
10.	SA	94	4.95	High level of motivation
11.	RZ	94	4.95	High level of motivation
12.	AS	93	4.89	High level of motivation
13.	NF	89	4.68	High level of motivation

14.	MU	74	3.89	High level of motivation
15.	AH	70	3.68	High level of motivation
16.	NA	72	3.79	High level of motivation
17.	RS	79	4.16	High level of motivation
18.	FN	87	4.58	High level of motivation
19.	NA	95	5.00	High level of motivation
20.	PS	95	5.00	High level of motivation
21.	HN	95	5.00	High level of motivation
22.	ZR	71	3.74	High level of motivation
23.	IS	87	4.58	High level of motivation
24.	RF	66	3.47	Moderate level of motivation
25.	NA	64	3.37	Moderate level of motivation
26.	SM	84	4.42	High level of motivation
27.	SM	95	5.00	High level of motivation
28.	SR	63	3.31	Moderate level of motivation
Total				**High level of motivation**

As shown in the table above, each student has a different motivation score. However, in learning English through songs, the majority had a high level of motivation with a total of 21 students (75%).

C. Discussion

As mentioned earlier, there are 2 research questions in this research, which are what is the level of motivation of students at MAS Ruhul Islam Anak Bangsa in learning English through songs and what are the effects of using song in learning English?

Based on the research finding, it is the fact that most of students MAS Ruhul Islam Anak Bangsa are motivated in learning English through song. This is supported by the data that there were no students who had low motivation, 7 students had moderate motivation and 21 students had high motivation. This proves that motivation to learn English among students is different because each student has a different type of motivation (Mahadi & Jafari, 2017). Therefore, overall, students at MAS Ruhul Islam Anak Bangsa, especially in grade eleven, have high motivation in learning English through songs.

The second research question is about the dominant effects of using song in English language learning. Researchers used the item with the highest percentage of "strongly agree" response from each component of learning motivation from the questionnaire. The result shows that item 5, *"I don't feel bored when learning English using song"* was noted as the item receiving the most *"strongly agree"* responses within the interest component, specifically from 22 respondents (79%). For the relevant component, the item with the most *"strongly agree"* responses is the statement number 12 which reads *"using song during the learning process can help me memorize a lot of words"* with a total of 17 respondents (61%). Next is statement item number 15 which has the highest response of *"strongly agree"* with

a total of 15 respondents (54%), namely *"using songs during the learning process can help me feel more confident to speak English"*. Lastly, for the satisfaction component, the statement of *"I still enjoy learning English with songs even though I failed to get good grades"* held the highest "strongly agree" response with 17 respondents (60%). This is in line with what was explained in chapter 2 that numerous people derive enjoyment from listening to songs, which means that their interest for acquiring a new language could be boosted since songs offer a more enjoyable and interactive approach to learning. The addition of songs into English language instruction could serve as a means to capture students' attention and foster a more dedicated learning experience (Failoni, 1993).

CHAPTER V

CONCLUSION AND RECOMMENDATION

This section provides research conclusions and offers recommendations for further future research regarding students' motivation in learning English through song.

A. Conclusion

Using song as a learning media is a good way to improve students' motivation in learning English as a foreign language. The song used should be selected for the teaching and learning purposes, and it should be relevant to the students' need and the students' interest. From the previous description and finding, it can be inferred that students are motivated in learning English through song.

The data shows that 21 students (75%) have high motivation while 8 other students (25%) have moderate motivation. Based on the four components of learning motivation tested, it can be concluded that learning English through songs has the following effects: it does not make them bored, the use of songs in learning helps to reinforce vocabulary, it makes them feel more confident to speak English and makes them still enjoy learning English even if they fail to get good grades.

B. Recommendation

In order to boost students' motivation in English language learning, the researcher put forward several recommendations that can be integrated into the teaching and learning process, as outlined below:

1. It is suggested that the teacher teaching English use song as media in teaching English. The song should be selected in accordance with the students' needs and motivation. The teacher can also use the song of Count on Me sung by Bruno Mars.
2. It is suggested that the students use song in learning English. The song can be selected through the tittle media such as Youtube or spotify because there are many song provided for learning English.
3. It is suggested that for other researchers conduct the relevant research concerning the teaching and learning English through song. To find out the students' motivation in learning English by song as a media.

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APPENDIX A

Appointment letter of supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7651/UN.08/FTK/KP.07.6/07/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh. maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **13 Juni 2023**

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A — Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, M.A. — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Syifa Fajrina**
NIM	:	**190203088**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Motivation in Learning English through Song**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Juli 2023
Dekan,

Sahrul Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

APPENDIX B

Recommendation letter from FTK to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-11520/Un.08/FTK.1/TL.00/10/2023
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala MAS Ruhul Islam Anak Bangsa

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SYIFA FAJRINA / 190203088**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Komplek perumahan ajun lamhasan, lr. Dahlia, no. 116

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Motivation in Learning English through Song***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 25 Oktober 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 30 November 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

Confirmation letter from MAS Ruhul Islam Anak Bangsa

YAYASAN RUHUL ISLAM ANAK BANGSA
DAYAH /PESANTREN RUHUL ISLAM ANAK BANGSA
MADRASAH ALIYAH
NSM : 131211060001 NPSN : 10114244
Jln. Pintu Air Gue Gajah Kec. Darul Imarah Kab. Aceh Besar Kode Pos 23352 Telp. 44771

SURAT KETERANGAN
Nomor : B-09.210.03/Ma.01.40/PP.00.6/SKet/10/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, No. B-11520/Un.08/FTK.1/TL.00/10/2023 tanggal 25 Oktober 2023 tentang Penelitian Ilmiah Mahasiswa. Kepala Madrasah Aliyah Ruhul Islam Anak Bangsa menerangkan bahwa yang namanya tersebut di bawah ini :

N a m a	: **SYIFA FAJRINA**
N i m	: 190203088
Fak/Prodi	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Universitas	: UIN Ar Raniry Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada Madrasah Aliyah Ruhul Islam Anak Bangsa dalam rangka penyusunan Skripsi yang berjudul:

"Students' Motivation in Learning English through Song".

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Darul Imarah, 30 Oktober 2023
Kepala,

(Riadhi, S.Pd.)
NIP. 19721211999051001

APPENDIX D

Instrument of Questionnaire

QUESTIONNAIRE

Nama :

Kelas :

Petunjuk : 1. Tulis nama dan kelas Anda di pojok kiri atas

2. Beri tanda checklist (✓) pada jawaban anda

Information : SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree).

**Adapted from Husain, Salina, et al. (2021).*

No.	Statements	SA	A	N	D	SD
1.	Saya merasa tertarik untuk belajar bahasa Inggris menggunakan lagu.					
2.	Saya berkomitmen untuk mengikuti kelas bahasa Inggris saat menggunakan lagu.					
3.	Saya merasa termotivasi untuk belajar bahasa Inggris menggunakan lagu.					
4.	Saya merasa lebih mudah memperhatikan ketika belajar melalui lagu.					
5,	Saya tidak merasa bosan ketika belajar bahasa Inggris menggunakan lagu.					
6.	Saya tidak mudah stres ketika belajar bahasa Inggris menggunakan lagu					
7.	Saya dapat belajar dalam lingkungan yang santai dengan menggunakan lagu di kelas bahasa Inggris.					
8.	Penggunaan lagu saat belajar bahasa Inggris sangat tepat bagi saya.					
9.	Liriknya bisa membuat saya mudah memahami pelajaran bahasa Inggris.					
10.	Liriknya bisa membuat saya tertarik untuk belajar bahasa Inggris.					
11.	Liriknya memudahkan saya memahami struktur grammar.					
12.	Menggunakan lagu selama proses pembelajaran dapat membantu saya menghafal banyak kata.					

13.	Penggunaan lagu dalam proses pembelajaran membuat saya lebih percaya diri dalam mengucapkan kata-kata dalam Bahasa Inggris.					
14.	Penggunaan lagu selama proses pembelajaran dapat membantu saya memahami grammar bahasa Inggris.					
15.	Menggunakan lagu selama proses pembelajaran dapat membantu saya merasa lebih percaya diri untuk berbicara dalam bahasa Inggris.					
16.	Suatu kepuasan tersendiri bagi saya ketika dapat menjawab pertanyaan-pertanyaan yang diberikan dalam kegiatan pembelajaran bahasa Inggris dengan menggunakan lagu.					
17.	Saya merasa bangga ketika bisa mengucapkan kata-kata dalam bahasa Inggris dengan menggunakan lagu saat belajar di kelas.					
18.	Saya menghadiri kelas bahasa Inggris karena saya suka mempelajarinya menggunakan lagu.					
19.	Saya tetap menikmati belajar bahasa Inggris dengan lagu meskipun saya gagal mendapat nilai bagus.					

APPENDIX E

The lyric of the song

COUNT ON ME – BRUNO MARS

Oh-oh

If you ever find yourself _____ in the middle of the sea
I'll _____ the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to _____ you

We'll find out what we're made of
When we are _____ to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah

If you tossin' and you're turnin' and you just can't _____ asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will _____ you, oh

We'll find out what we're made of
When we are _____ to help our friends in need

You can count on me like one, two, three
I'll be there
And I know when I need it, I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh, yeah, yeah

You'll always have my _____ when you cry
I'll never _____ , never say goodbye
You know
You can count on me like one, two, three
I'll be there
And I know when I need it I can count on you like four, three, two
And you'll be there
'Cause that's what friends are supposed to do, oh, yeah
Ooh-ooh-ooh-ooh
Ooh-ooh-ooh-ooh, ooh

You can count on me 'cause I can count on you

APPENDIX F

Score of Questionnaire

No	Name	STATEMENT																		Total	Mean
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	AN	4	4	4	5	5	5	4	4	4	5	5	5	4	4	3	4	4	4	5	**82**	**4,32**
2	NS	5	4	5	5	5	5	4	5	4	4	4	5	4	4	5	4	5	4	5	**86**	**4,78**
3	IK	4	4	5	4	4	4	4	3	3	3	2	4	3	2	3	3	2	3	5	**65**	**3,61**
4	ZN	5	3	4	3	5	5	5	3	5	4	5	5	5	4	5	3	4	3	3	**79**	**4,39**
5	SA	4	4	5	3	5	5	4	3	3	3	3	5	5	3	5	5	5	5	5	**80**	**4,44**
6	R	4	3	4	3	4	3	3	3	4	4	4	4	3	3	3	3	3	3	3	**64**	**3,56**
7	ZS	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	3	2	2	1	**50**	**2,78**
8	PS	5	3	5	3	5	5	4	3	5	5	5	5	5	5	5	5	4	3	5	**85**	**4,72**
9	AN	4	2	3	2	5	5	5	3	4	3	1	4	4	2	3	2	3	1	5	**61**	**3,39**
10	SA	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	**94**	**5,22**
11	RZ	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	**94**	**5,22**
12	AS	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	**93**	**5,17**
13	NF	5	3	5	4	5	5	5	4	5	5	5	5	4	5	5	4	5	5	5	**89**	**4,94**
14	MU	5	5	5	3	5	4	3	3	5	5	3	5	3	3	3	3	3	4	4	**74**	**4,11**
15	AH	5	5	3	3	5	4	3	3	4	4	2	4	3	2	4	5	5	4	2	**70**	**3,89**
16	NA	3	3	3	3	4	4	3	3	4	4	3	5	5	3	5	5	4	3	5	**72**	**4,00**
17	RS	5	3	5	3	5	5	5	3	5	5	3	5	4	3	3	5	5	3	4	**79**	**4,39**
18	FN	5	5	5	5	5	5	5	5	4	3	3	5	5	3	5	5	5	5	4	**87**	**4,83**
19	NA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	**95**	**5,28**
20	PS	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	**95**	**5,28**
21	HN	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	**95**	**5,28**
22	ZR	4	3	3	3	5	5	5	4	4	4	3	5	3	3	3	4	3	3	4	**71**	**3,94**
23	IS	5	4	5	5	5	5	5	5	5	4	3	3	5	3	5	5	5	5	5	**87**	**4,83**
24	RF	5	3	5	5	3	5	4	3	3	4	4	3	4	2	3	2	2	3	3	**66**	**3,67**
25	NA	4	3	3	3	5	4	4	3	3	3	2	4	3	2	3	4	4	3	4	**64**	**3,56**
26	SM	5	5	5	5	5	5	5	5	5	5	3	4	4	3	4	4	3	4	5	**84**	**4,67**
27	SM	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	**95**	**5,28**
28	SR	5	4	3	3	4	4	4	3	4	3	2	3	3	2	3	2	3	4	4	**63**	**3,50**

AR-RANIRY

APPENDIX G

Documentation