

## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

Motivation is very useful for students in learning, especially English, because motivation is an internal drive that can help students to achieve learning goals and achievements by their wishes. Purnama et al. (2019) said that motivation is the most significant effect in learning to help people to reach their purpose of learning. In addition, Irkinovich (2021) stated that motivation has many effects on students' learning and behavior, such as encouraging them to reach their goals, and managing their time on task. Learning motivation is a process that engages students to learn by listening to any goals or activities. It is necessary because they need motivation to support their learning by listening in the classroom. Ford (1992) stated that learning motivation is a function for students to engage their role to reach goals, emotions, and personal actions.

English songs are a tool that can increase motivation for students to learn listening skills. Inspirational lyrics, energetic rhythms, and easy to understand and remember words that fit in the Pop genre and its story are part of the function of songs. In this regard, Hidayat (2013) stated that students' requirements are filled by songs to help them to learn listening and reach its goal. Students have a motivation to learn listening through English Pop songs, because songs in learning listening can help students to learn listening through Pop music genre, its lyrics, and live recordings effectively. According to Ulfa (2020), songs are played by people including students to learn English, especially listening skills. Each song and music have three conditions, they are: 1) Vocal music,

2) Instrumental music, and 3) Silence music. Vocal music is mostly used by students because they can sing along with its lyrics.

Based on the result of a preliminary study conducted by me as the researcher through an interview, it was found that songs were used by one of the junior high school teachers for teaching listening skills in the classroom. The teacher used Pop music for helping students to develop their listening skills and improve the enjoyable learning atmosphere in the classroom, because it had rhythms that made them sing along together. Previously, the teacher provided paper with the missing lyrics and asked the students to fill in the blank after they heard it. This activity helped them to focus on listening and writing the missing words in the lyrics. Then the teacher played the song three times, where students must listen to the song carefully so that they could fill in the blank lyrics with the words that they heard from the song. After this, students gave the result of the task to the teacher to check it with a correct lyric from his/her and gave it to them with a few corrections. Hadi (2019) said that the teacher used English songs to support students' listening skill by finding the suitable genre and favourite song for them and playing it at least three times. In addition, Sevik (2011) stated that the teachers often used one English song in 3 to 4 weeks to help students to learn listening.

In the previous research, a few researchers conducted research dealing with the benefits of English songs, such as developing listening skills by learning a song, using a music application, and improving students' self-confidence. Afriyuninda and Oktaviani (2021) stated that the fifth and seventh semesters of a hundred students' listening skills in the English Education study program at Universitas Teknokrat were affected by English songs. The qualitative method had a questionnaire, observation, open-ended questions, in-depth interviews, field notes, and descriptive statistical analysis as data analysis. In addition, Setyobudi

and Jannah (2022) stated that 10<sup>th</sup> grade students of SMA Negeri 1 Mojokerto and their listening skills, along with their comprehension and concentration are improved by Spotify during the teaching and learning process. The method for this research was pre-experimental research. And last but not least, Santika et al. (2023) stated that 10<sup>th</sup> grade students of SMA Kesatrian 2 Semarang were supported by Adele's English song entitled "Don't You Remember" because their self-confidence was improved by it. The method for this research was a quantitative method and experimental research design. In research related to the benefits of English songs, it was found that a very effective effect for students was motivation. In this research, it differs from previous research, because motivation is a passion and morale boost for students. After all, it can help them to achieve their achievement and goal.

From previous research, the three studies differ in teaching levels, such as high school and university, with this research in junior high school, which focuses on listening skills. Those studies involved senior high schools and university students as the participants. Therefore, to fill the gap, this research will involve junior high school students as the participants and investigate how songs improve their motivation in developing listening skills.

## **1.2 Formulation of the Problem**

To facilitate the process of preparing the qualitative research, the researchers have prepared a question to the problem: "How do English songs support the students to develop their motivation in listening skills?"

## **1.3 Operational Definitions**

### **1.3.1 Learning Motivation**

Learning motivation is a part of humans, which engages them, including junior high school students, to support and learn listening skills through English songs. Learning motivation has two types: Intrinsic motivation and Extrinsic motivation. Intrinsic motivation is the ability of junior high school students to practice listening skills through English songs. Extrinsic motivation is the ability of junior high school students to improve their listening skills through English songs to get a reward or punishment from the English teacher.

### **1.3.2 English Songs**

English songs are musical compositions where the lyrics are in the English language. Pop songs in this research entitled “History” (is created by One Direction) and “93 Million Miles” (is created by Jason Mraz) used by an English teacher to teach listening skills to junior high school students. Adapted from the English handbook entitled “*When English Rings a Bell* (for Class VIII)” and “*Think Globally Act Locally* (for Class IX)”.

### **1.3.3 Listening Skill**

Listening skill is the ability to receive, interpret, and respond to messages in any way or context, and it includes junior high school students’ ability to receive messages from oral communication, which is developed by using English songs.

## **1.4 Aim of the Research**

The purpose of this research is to investigate how English songs can motivate students and develop their listening skills. Students can play English songs because they are attracted to them. Their motivation is from their passion, so it can help them to learn listening skills through English songs.

## 1.5 Significance of the Study

### 1.5.1 Theoretical Use

To expand and develop the theories related to English songs in motivating students to develop their listening skill. Many articles from experts and researchers write theories about English songs to motivate students to develop their listening skills. Some of them focus on listening skill, English songs, or motivation.

### 1.5.2 Practical Use

To engage students and teachers to use English songs that can support their motivation to learn their listening skills in the teaching and learning process. In the classroom, the teacher uses an audio sound speaker to play Pop English songs three times to engage students to hear their lyrics multiple times. After listening to a song and its lyrics multiple times, students must fill in the blank with a paper that is provided by a teacher. Each student is motivated with a passion to listen to Pop English songs and fill in the blank paper activity. Teachers may use English songs as main to improve students' learning motivation to develop their listening skills.

### 1.5.3 Empirical Use

To expand the researchers' knowledge and experience related to English songs in motivating students to develop their listening skills. This research investigates the problem of English songs in motivating students to develop their listening skills through observation, interview, and analyzing data. This research can also gain knowledge through the English books "Bahasa Inggris *"When English Rings a Bell"* (for Class VIII)" and "Bahasa Inggris *"Think Globally Act Locally"* (for Class IX)"