

ENHANCING STUDENT MOTIVATION IN ENGLISH LEARNING THROUGH SONGS

Mia Ernika Samosir^{1*}, Meikardo Samuel Prayuda²

^{1,2}Universitas Katolik St Thomas, Medan, Indonesia

miaernika361@gmail.com

Abstract

This study aims to investigate the impact of using songs as a learning tool to enhance students' motivation in learning English at SMP Brigjend Katamso Sunggal. Motivation plays a crucial role in language learning, influencing students' engagement, retention, and confidence in using English. The study employed a questionnaire with 15 questions distributed to 25 students to assess their motivation before and after learning through songs. The findings revealed that the majority of students responded positively, with 223 responses indicating strongly agree and 95 responses indicating agree. Only 12 responses indicated disagree, and no students selected strongly disagree, showing a high level of acceptance of songs as an effective learning strategy. Additionally, 50 responses were neutral, suggesting that some students did not experience a significant impact. These results suggest that integrating songs in English lessons can create an enjoyable and engaging learning environment that enhances student motivation. Thus, it is recommended that educators incorporate songs as an instructional strategy to improve student participation and interest in English learning.

Keywords

student motivation, English learning, songs, language learning strategies,

Introduction

Learning English as a second language can sometimes feel like a challenging and monotonous task for students, especially when they are not engaged or motivated. In second language learning, it is easy to say that a learner will be successful if the motivation is right. Motivation refers to the combination of effort plus desire to achieve language learning goals. That is, motivation to learn a second language refers to the extent where individuals work or try to learn a language because of the desire to do so and the satisfaction experienced in this assignment. Effort alone does not demonstrate motivation. Motivated people exert their efforts to achieve goals, but the person people who expend effort are not necessarily motivated (Gardner, 1985).

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. As Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

When students are motivated during the learning process, everything progresses more smoothly. Motivation fosters effective communication, reduces anxiety, and enhances creativity, which collectively contributes to a more engaging and productive learning environment. As a result, students are more likely to actively participate, retain information better, and develop a deeper understanding of the material. This positive impact of motivation is crucial in language learning, where students often face challenges in staying engaged and confident. Therefore, it is essential to explore strategies that can boost students' motivation, such as the use of songs, which have the potential to make the learning process more enjoyable and effective.

One effective approach to increase students' motivation in learning English is to use songs as an educational tool. Using songs in teaching English is a great way to teach the language to students who cannot understand all the lyrics but they still listen to the music and sing along to their teacher or the music because songs are so engaging. Additionally, one of the benefits of using songs in the elementary classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help elementary school students with many skills, such as listening and pronunciation, potentially helping them improve their speaking skills (Murphey, 1992). Songs can also be a useful tool in the learning of vocabulary, sentence structure, and sentence patterns, not to mention their reflexivity to the culture of the native language (Murphey, 1992). Perhaps the greatest benefit of using songs in the classroom is that they can be fun.

Considering the above phenomena, this study aims to conduct a study to determine whether the use of songs can influence students' motivation in learning English.

Methods

This study uses descriptive qualitative method because this study was conducted in one case to determine students' difficulties with English grammar. Moleong (2016:208) stated that "instruments in qualitative research can be in the form of tests, interview guidelines, observation guidelines, and questionnaires". This is also in accordance with the opinion of Sugiyono (2016:305) in qualitative research which states that "qualitative instruments can be in the form of tests, interview guidelines, observation guidelines, and questionnaires".

Results

Before discussing the results of this study, it is necessary to first explain the location of the study. This study was conducted at SMP BRIGJEND KATAMSO JALAN SUNGGAL. As mentioned in chapter two, the population of this study was all students of class VIII-2 totaling 25 students.

In obtaining data, a questionnaire was used to determine students' motivation in learning English through songs at Smp Brigjend Katamso. The number of questions in the questionnaire was 15 questions in the form of statements, with 5 alternative answers, namely strongly agree, agree, neutral, disagree and strongly disagree. For more information about the questionnaire provided, see Appendix .

In addition, each alternative answer to the questionnaire has a varying score; strongly agree five, agree four, neutral three, disagree two and strongly disagree one. Students' answers were calculated to see the average score of students in answering the questionnaire.

Discussion

Based on the results of the questionnaire given to 25 students with 15 questions regarding the use of songs in increasing motivation to learn English, the following data was obtained:

Strongly Agree: 223

Agree: 95

Neutral: 50

Disagree: 12

Strongly Disagree: 0

The results show that most students responded positively to the use of songs in English language learning. A total of 223 responses (strongly agree) indicate that students strongly

agree that songs help increase their motivation in learning. In addition, 95 responses (agree) also support this statement, which means that most students feel the benefits of songs in learning. In contrast, only 12 responses expressed disagree, while no students gave strongly disagree answers. This shows that almost all students accept the use of songs as an effective learning method. The 50 neutral responses indicate that there are some students who may not feel a significant impact of songs in their learning or still have an uncertain opinion regarding the effectiveness of this method.

Overall, the results of this study show that the use of songs in English language learning has a positive impact on students' motivation. Songs can create a more enjoyable learning atmosphere, improve vocabulary comprehension, and help students in pronunciation and language structure more naturally. Therefore, songs can be one of the effective strategies for teachers in increasing students' learning motivation in English.

Conclusion

Based on the results of the study “Enhancing Student Motivation in English Learning Through Songs” conducted at Brigden Katamso Junior High School, it can be concluded that the use of songs in English learning has a positive impact on student motivation. The results of the questionnaire given to 25 students showed that most students responded positively to this method, with 223 Strongly Agree answers and 95 Agree answers, indicating that the majority of students felt more motivated in learning English through songs.

In addition, there were only 12 Disagree answers and 0 Strongly Disagree answers, indicating that almost no students felt that the songs were not helpful in their learning. However, there were 50 Neutral responses, which indicates that some students still have a not-so-significant view on the impact of songs in learning.

Thus, this research proves that songs can be an effective learning method to increase student motivation. Songs not only make the learning atmosphere more fun, but also help students in understanding vocabulary, pronunciation and language structure more naturally. Therefore, it is recommended that teachers use songs more often in English learning as a strategy to increase students' interest and engagement in the learning process.

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