

**STUDENTS' PERCEPTION OF USING ENGLISH SONGS TO INCREASE THEIR  
MOTIVATION ON LEARNING ENGLISH AT SMAN 1 KOPANG**



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MATARAM**

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**STUDENTS' PERCEPTION OF USING ENGLISH SONGS TO INCREASE THEIR  
MOTIVATION ON LEARNING ENGLISH AT SMAN 1 KOPANG**

Thesis

Presented to the State Islamic University of Mataram to Fulfill of Requirement for the  
Attainment of the Degree of Sarjana in the English Language Education



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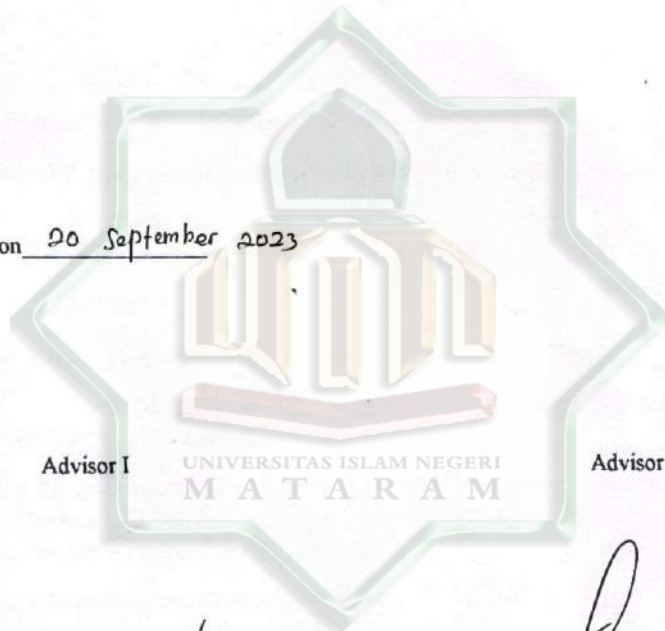
**STATE ISLAMIC UNIVERSITY OF MATARAM**

**2023**

ADVISOR APPROVAL

A thesis by Baiq Arita Damayanti, with students number : 190107028, entitled “ Students’ Perception of Using English Songs to Increase their Motivation on Learning English at SMAN 1 Kopang”, has fulfilled the requirement and has been approved to be examined.

Approved on 20 September 2023




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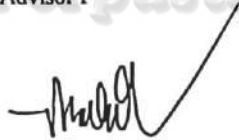
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Has fulfilled the requirements to be handed over in the thesis examination session of the Faculty of Education and Teacher Training. State Islamic University of Mataram. Therefore, we hope that this thesis can be examined immediately.

*Wassalamu 'alaikum Warahmatullahi Wabarrokaturh.*

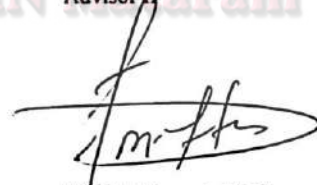
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### THESIS RATIFICATION

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## MOTTO

*There is no test that cannot be passed. There is no difficulty beyond the limit of ability.  
Because “Allah will not burden a person except according to his ability.”*

*(QS. Al-Baqarah;286)*

*Impossible is just an opinion*

*(writer)*

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## DEDICATION

I dedicate this thesis to my beloved father Lalu Artum, my beloved mother (alm) Baiq Juminah, my beloved step mother Baiq Kurnawati, my dearest sister Baiq Yuli Arianti with her cutest daughter Ashima Naura Hamdani, who always give a lot of support, love, motivation and prayer which is the biggest reason for me to completed this thesis.

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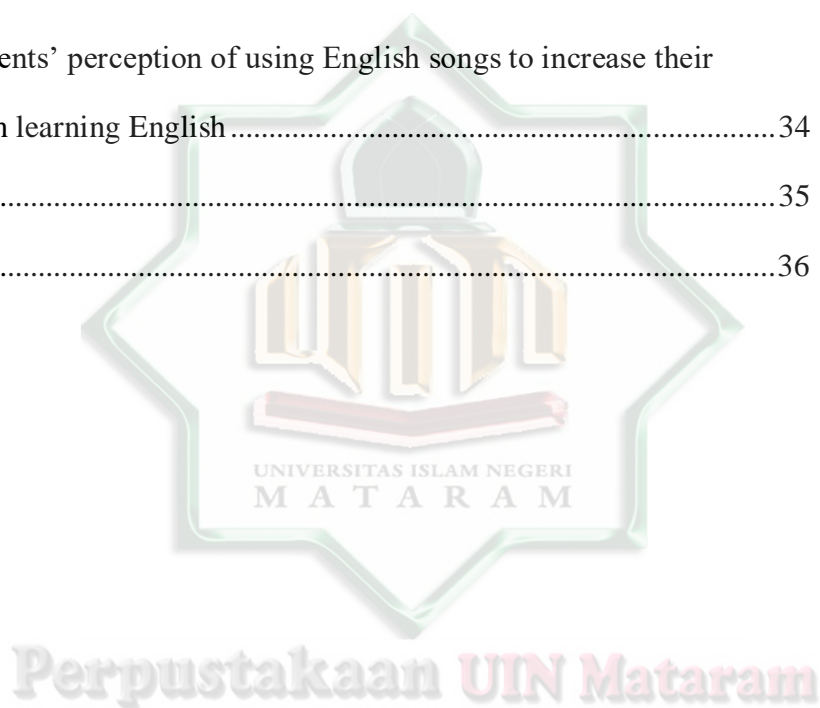
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# **STUDENTS PERCEPTION OF USING ENGLISH SONGS TO INCREASE THEIR MOTIVATION ON LEARNING ENGLISH AT SMAN 1 KOPANG**

**By:**

**BAIQ ARITA DAMAYANTI**  
**NIM 190107028**

## **ABSTRACT**

This study aims to find out the students' perceptions on the use of songs to increase their motivation in learning English at SMAN 1 Kopang. This study uses a descriptive qualitative method by conducting observations, interviews and documentation. The informants of this study were the tenth grade students E7 of SMAN 1 Kopang. The findings show that the students have a positive perception of using English songs as learning media. Students responded positively to the following statements: students focused more on learning English to learn new vocabulary, songs are a fun learning medium and songs are the right medium for listening material, learning English using song are easier for students, learning success is influenced by appropriate support tools. 60% of students have intrinsic motivation and 40% of students have extrinsic motivation. All students agree that the use of English songs as learning media can increase students' intrinsic or extrinsic motivation because learning becomes more fun.

**Keywords:** Students' Perception, Song in Learning English, Students Motivation.

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**PERSEPSI SISWA TENTANG PENGGUNAAN LAGU BERBAHASA INGGRIS  
DALAM MENINGKATKAN MOTIVASI BELAJAR BAHASA INGGRIS DI SMAN 1  
KOPANG**

**Oleh:**

**BAIQ ARITA DAMAYANTI  
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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan lagu untuk meningkatkan motivasi belajar bahasa Inggris di SMAN 1 Kopang. Penelitian ini menggunakan metode kualitatif deskriptif dengan melakukan observasi, wawancara dan dokumentasi. Informan dari penelitian ini adalah siswa kelas sepuluh E7 SMAN 1 Kopang. Hasil penelitian menunjukkan bahwa para siswa memiliki persepsi yang positif terhadap penggunaan lagu-lagu berbahasa Inggris sebagai media pembelajaran. Siswa merespon positif terhadap pernyataan-pernyataan berikut: siswa lebih fokus dalam belajar bahasa Inggris untuk mempelajari kosakata baru, lagu merupakan media pembelajaran yang menyenangkan dan lagu merupakan media yang tepat untuk materi listening, belajar bahasa Inggris dengan menggunakan lagu lebih mudah bagi siswa, keberhasilan belajar dipengaruhi oleh alat pendukung yang tepat. 60% siswa memiliki jenis motivasi intrinsik dan 40% siswa memiliki motivasi ekstrinsik. Semua siswa setuju bahwa penggunaan lagu bahasa Inggris sebagai media pembelajaran dapat meningkatkan motivasi intrinsik dan ekstrinsik mereka karena pembelajaran yang menyenangkan.

**Kata kunci:** Persepsi Siswa, Lagu dalam Pembelajaran Bahasa Inggris, Motivasi Siswa

## SMAN 1 KOPANG تصور اتالطلاب حول استخدام أغاني اللغة الإنجليزية في زيادة الدافعية لتعلم اللغة الإنجليزية في مدرسة

: بواسطة

بايكأريتاداماياتني

نيم 190107028

### خلاصة

SMAN 1 في الإنجليزية اللغة لتعلم الدافع لزيادة الأغاني استخدام حول الطلاب تصورات تحديد إلى البحث هذا يهدف المخبرون كان. والتوثيق والمقابلات الملاحظات إجراء خلال من النوعية الوصفية الأساليب البحث هذا يستخدم. Kopang. إيجابي تصور لديهم الطلاب أن البحث نتائج تظهر. SMAN 1 Kopang في E7 العاشر الصف طلاب هم البحث لهذا تعلم على أكثر الطلاب يركز: التالية للعبارات إيجابي بشكل الطلاب استجاب. للتعلم كوسيلة الإنجليزية الأغاني لاستخدام تعلم، الاستماع لمواد المناسبة الوسيلة هي والأغاني ممتعة تعليمية وسيلة هي الأغاني، جديدة مفردات لتعلم الإنجليزية اللغة داخلية أنواع الطلاب لدى. الداعمة الأدوات بالصحيح يتأثر التعلم نجاح، للطلاب أسهل الأغاني باستخدام الإنجليزية اللغة التعلم لأن وجوهية خارجية دوافع لديهم الذين الطلاب لدى التعلم دافعية من تزيد أن للأغاني يمكن. الدوافع من وخارجية ممتع.

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إدراك الطالب، الأغاني في تعلم اللغة الإنجليزية، تحفيز الطلاب: الكلمات المفتاحية



# CHAPTER I

## INTRODUCTION

### A. Background of study

English is a difficult subject for students in Indonesia. Difficulties experienced by students include differences in the structure of the first and second language. There are several factors that make English feel difficult, such as the difference between the pronunciation of English words and their writing, the lack of habit of listening to English in the daily life environment, and the teachers boring way of teaching is responsible for the students' lack of desire to learn. According to Pratiwi, the difficulties experienced by students in Indonesia can occur due to a lack of interest in students learning (motivation) or the way teacher teaches is too monotonous<sup>1</sup>. Therefore, the teacher must be able to make learning fun to increase student learning motivation.

Student motivation is one factor that affects their decision to learn English. The students mentioned that the most important influence on their motivation was the teacher's classroom behaviour, including, for instance, a warm friendly manner and the way students are challenged to learn in their lesson<sup>2</sup>. According to Purnama et al, motivation is an influential factor in learning activities, without motivation, learning goals are hard to achieve because the students' effort and desire affect their ability to achieve the learning goals. By getting motivation, students will be spirited in the learning process, so they will be pushed to comprehend English well<sup>3</sup>. In order for student to

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<sup>1</sup>Etty Pratiwi, "Using Song to Enhance Learning in English the Classroom," *Jurnal, Seminar Nasional program Pascasarjana Universitas PGRI Semarang*, Semarang, Vol 5, Nomor 5, July 2018 P. 372.

<sup>2</sup>Sri Puji Astuti, "Teachers' and Students' Perceptions of Motivational Teaching Strategies in an Indonesian High School Context," (Thesis Sarjana Victoria University of Wellington, Wellington 2015). p.153

<sup>3</sup>Neng Aprilia Purnama, Neng Sri Rahayu and Rasi Yugafiati, "Students Motivation in Learning English," *Profesional Journal of English Education*," Siliwangi, Vol 2, Nomor 4, July 2019, p.543.

integrate into the English language, they need a method of teaching that is both practical and enjoyable.

Songs are one of the options for fun learning, if learning is fun, students will enjoy learning well. According to Moto et al, songs can help students achieve a healthy balance between their intellectual and emotional intelligence, resulting in improved academic performance. It is possible for songs to stimulate brain function; the meaning of songs can provide stimulation for the development of memory functions as well as for the acquisition of vocabulary, language, listening, motivation, and speaking skills<sup>4</sup>. Nowadays, songs are easily accessible by anyone. Students can listen to songs on several online platforms, such as YouTube, spotify, Joox, TikTok, and so on. This ease of access allows students to learn anytime and anywhere using songs.

The experience of learning using songs was obtained by the researcher when the researcher was still in high school. The researcher felt that learning English using songs was fun because musical accompaniment to make the class more lively. It also can increase the researcher vocabulary knowledge, the researcher also know how to pronounce English words correctly and there were several repetitions of the lyrics to make the researcher quickly understood the meaning of the song contained in the lyric.

However, the researcher had a different experience when the researcher conducted a teaching training program, the researcher found that the method of teaching English using song media had been implemented at the school. The English teacher

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<sup>4</sup>Alloysia Moto, Junus Ludji Djonga, Armi Reinnati, and Sulistyaningsih, "Increasing Students' English Vocabulary by Applying Games and Songs at the Seventh Grade of SMP Negeri 8 Komodo," *Journal ELL*, Labuan Bajo, Vol. 3, Nomor, 2, December 2021, p. 29

(mentor teacher) gave an English song whose lyrics were not too long to students, but when the researcher asked the students to sing the song, it was seen that the students were enthusiastic about singing the song, and there were also some students who were silent and not enthusiastic. That means not all students are enthusiastic about learning English using songs. The difference of opinion between some students needs to be known by the teacher, so that English learning runs more effectively.

Students' perception of the use of songs are important for teachers to know, this will help them to optimize the learning process. Based on that, the researcher is interested in conducting research on *Students' perception of using English songs to increase their motivation on learning English*.

## **B. Focus of Research**

Based on the background above, the statement of this research is students' perception of using English songs to increase their motivation on learning English, by addressing questions, "What are students' perception of using English songs in increasing their motivation in learning English at SMAN 1 Kopang?"

## **C. Objective and Significant of Research**

### **1. The Objective of the Research**

Based on the above research problem, the study aims to:

Describe students' perceptions of using English songs to increase their motivation to learn English.

## 2. Significance of Research

This research was conducted in order to make theoretical and practical contributions.

### a. Theoretical significance

Theoretically, this research can be used as a source of reference for further research on students' perceptions of using English songs to increase their motivation to learn English.

### b. Practical Significance

#### 1. For the researcher

This research expected to provide further information, models, and references to develop the next studies in the future. The researcher hopes that the next researchers can evaluate, revise, reconstruct, or modify this research and write better studies for other levels and objectives.

#### 2. For the teacher

This research can be used as a reference for teachers to know students' perceptions of the use of English songs to increase students' learning motivation when learning English during lessons.

#### 3. For the school

This research can be used as a reference for schools to know students' perceptions during learning by applying English songs as learning media.

## **D. Scope and Research Setting**

### **1. Scope of the research**

In order to make this research more well-directed, it is necessary to limit the scope of research as follows:

- a. Tenth grade students E7 SMAN 1 Kopang used as the sample in this study.
- b. Perception is the response of students seen through attitudes, actions, and thoughts based on experience in the application of English songs to increase students' learning motivation in learning English.

### **2. Research Setting**

The research entitled "Student's perception of using English songs to increase their motivation on learning English" was conducted at SMAN 1 Kopang. The researcher also chose this school as a place of research because this school uses a method that is in accordance with the title of the researcher's research, namely using English song media.

## **E. Previous Research**

Based on the literature review conducted by the researcher, the researcher found several studies that discussed teachers' and students' perceptions of using English songs to increase students' motivation in learning English. In this process, a review is conducted which aims to avoid inadvertent repetition or duplication of previous research studies. The researcher found several opinions including:

The first previous research is by Sabriye Sener and Didem Erkan entitled "The Effect of Songs on Primary School Students' Motivation". The purpose of this study was to explore how songs affect the motivation of the students in primary level. The

dominant/sequential design of the mixed methods approach was applied to the study. The quantitative data were elicited with a quasi-experimental design and qualitative data were collected by means of observations. The data were collected from the students of a state elementary school in a rural area of Denizli province during the winter semester of 2017-2018 education year. The participants were 25 5th graders; 17 girls and 8 boys. Descriptive analyses were used in order to form the frequencies and percentages of the quantitative data. The results of the research pointed out that the students were more motivated and eager to participate into the activities when songs were used in their classes. The perceptions of the students and teachers were similar<sup>5</sup>.

The similarity between these two studies is that they both use songs to measure student motivation. Otherwise, the differences in these researches are; the technique for gathering data in previous research used quantitative data were elicited with a quasi-experimental design and qualitative data were collected by means of observations. Whereas, this research used observation, interview, and documentation to obtained the data.

The next previous research is by Apriliyane Pande, Paula Hamp, and Fivv Andries entitled “Students’ Perception towards the use of English Song for Speaking Skill”. This previous research was tried to identify the perceptions of students about the use of song for speaking skill. The previous researcher used quisinioer and descriptive method in this research. The population of the previous research were the third grade students of SMA Negri 1 Tomohon, there were 44 students participated in this previous

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<sup>5</sup> Sabriye Sener, Didem Erkan “The Effect of Songs on Primary School Students’ Motivation,” *International Online Journal of Education and Teaching (IOJET)*, Vol. 5, Nomor 4, p. 867

research. The result showed that the use of media (song) really have a good impact of itseffectiveness and outcome, it can help the students to learn how to speak anywhere because it is easy to access anywhere and anytime<sup>6</sup>.

The similarity of this previous research with the researcher's research lies in using songs as research objects. Meanwhile, the differences between these researches are; the previous research focuses on examining students' speaking skills, while this study focuses on students' learning motivation, and the previous research uses questionnaire and interview to collect data, while this study is using observation and interview.

The next previous research by Irawan Makasoe, Nihta Liando, and Paula Rombepajung entitled "Students Perception on the use of Songs to Learn Pronunciation". This previous research tried to identify the students' perception on the use of English songs to learn pronunciation. This previous study used questionnaire to collect data. The population and sample of this previous research were the second grade of students at SMA YBP Buntong Tateli. There were 20 students who participated in this research. The result was really positive, almost of all students agreed if English songs can become a media in learning process<sup>7</sup>.

Based on the previous research above, the researcher finds the similarities and differences with her research. The similarities are; both of these researches used investigated the students' perception. And both of these researches use songs as their

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<sup>6</sup>Apriliyane Pande, Paula Hampp, Fivy Andries, "Students Perception toward the use of English Song for Speaking Skill," *JoTELL Journal of Teaching English, Linguistic, and Litterature*, Manado, Vol. 1, Nomor 1, 2022, p. 60

<sup>7</sup>Irawan Makasoe, Nihta Liando, and Paula Rombepajung, "Students perception on the use of English songs to Learn Pronunciation." *JoTELL Journal of Teaching English, Linguistic and Literature*, Universitas Negeri Manado, Vol. 1, Nomor 10), 2 September 2022, p. 1177

research objects. Whereas, the differences between previous research with this study are; the previous research focuses on examining students' speaking (pronunciation) skills, while this study focuses on student learning motivation.

The next study entitled “The Use of Song in Teaching English to Junior High School Students” by Muhammad Sofian Hadi. In this study, the use of songs to teach English to junior high school students was tried in detail. This study use Class Action Research (CAR), 25 students from class VII at Dharma Karya UT Junior High School participated in the study. The result was that the students fully enjoy the learning process and the goal of the learning process in giving meaningful learning for the students is already achieved<sup>8</sup>.

From the previous study above, the researcher found the similarities between previous research and this study, both of these research use songs as their research objects, while the difference lies in the research methods used, the previous research uses class action research (CAR), while this research use descriptive qualitative.

The last study is by Nining Ismiyani entitled “Improving Students Motivation to Learn English by Serving English Book with Local Wisdom”. The purpose of this study is to create an English reading comprehension book with local values to encourage students to learn the language and to try to preserve local culture among millennial students who have been heavily exposed to western lifestyles. This study used a research and development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. For the needs assesment phase and initial

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<sup>8</sup>Muhammad Sofian Hadi, “The Use Song in Teaching English for Junior High School,” *Journal English Language in Fokus (ELIF)*, Vol.1 Nomor 2, Jakarta, 2019), p. 112.



evaluation of this study, 187 students from a university in West Kalimantan were invited online. The results of the needs analysis showed that the majority of the participants did not have good English skills and regular reading habits, the English materials bringing the students' local wisdom are in fact approved to be necessary for these students to increase their motivation to learn English<sup>9</sup>.

The researcher found the similarities between previous research with this study, both of these research investigated student learning motivation, while the difference between previous research with this study lies in the research method used, the previous research uses R&D research, while this research use descriptive qualitative.

## **F. Theoretical Basis**

### **1. Perception**

Perception is often referred to as opinions, attitudes and judgments. According to Susan Mary Mcdonald, perception is uniquely individualized experience, one can only draw from what is known to oneself<sup>10</sup>. Perception is what a person experiences immediately<sup>11</sup>. Perception connects the way to surrounding nature to know, hear, smell, feel, too smell immediately based on the senses<sup>12</sup>.

Based on explanation above Perception is the interpretation of an object, event or information that is based on the life experience of the person doing the interpretation, so it can also be said that perception is the result of one's mind from

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<sup>9</sup>Nining Ismiyani "Improving Students Motivation to Learning English by Serving English Book with Local Wisdom," *Jurnal Pendidikan Indonesia JPI*, Vol.10 Nomor 3. September 2021, p. 461

<sup>10</sup>Susan Mary Mcdonald "Perception: A concept of Analysis," *International Journal of Nursing Terminologies and Classifications* Texas 2011, p.5

<sup>11</sup>Fergina Lengkoan and Paula Audry Rombepajung, "Teachers' Perception of Online Learning in The Pandemic Era," *Jurnal Ilmiah Lingua Idea* Manado, Vol. 13, Nomor. 1, June 2022, p. 3.

<sup>12</sup> Ibid p.3

a particular situation. Perception involves the human senses and the brain's ability to translate various incoming stimuli. In order to appreciate the environment around us, perception integrates sensory and cognitive processes. It is a distinct method of understanding events through the interpretation of sensory information-based experiences, information processing, and mental model construction. In order to occur, these distinguishing characteristics must be present<sup>13</sup> :

- a. Sensory awareness or cognition of the experience
- b. Personal experience
- c. Comprehension that can be lead to a response

## 2. Songs in learning English

Song is one of the most widely used English learning media today. In this era, music has become a habit for all circles, such as tuning songs while working, studying and even to accompany their day, especially nowadays accessing songs is very easy through various online platforms such as YouTube, Spotify Jooxetc, songs are also widely used by people to learn foreign languages, including English. Murphey stated that “songs is an excellent “tool” for assisting learners in learning English”<sup>14</sup>. According to Anggaira and friends, songs are viewed as one of the most effective ways to learning english, the choice of the songs should consider that the songs must be related to education, have simple lyrics, and not in the rock class<sup>15</sup>. According to Boukhtem Nadera the most obvious advantage to using songs in the classroom is that they are enjoyable, although

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<sup>13</sup> Susan Marry McDonald, Perception... p.6

<sup>14</sup>Murphey, T, “Music and Song”, Oxford: Oxford University Press.

<sup>15</sup>Aria Septi Anggaira, Nurul Aryanti, Suryadi, and Tusriyanto “Songs for Teaching Vocabulary,” *Jurnal Obsesi*, Vol. 6, Nomor 6, Oktober 2022 p. 6075

most students like singing and typically respond well to songs in the classroom<sup>16</sup>. According to Adviu music and songs provide a lot of fun to students in the classroom, create a positive atmosphere of learning and also increase students' motivation, songs get learner's attention, music activities break the boredom and maintains a good atmosphere in the classroom<sup>17</sup>.

Based on the explanation above, the songs is one of the fun learning methods, because it can make the class atmosphere come alive, if the class atmosphere is cherful then learning will be more effective. Songs can help students become more engaged and motivated to learn the target language by reducing their anxiety.

It is obvious that music plays a important and crucial role in society because music is a part of significant events in people's lives. Nowadays, teachers of English language found it meaningful to use songs to teach English, in addition songs are considered as source motivation and beneficial in learning English language<sup>18</sup>.

Teacher use songs in the English language classroom for a variety of reasons, the most common being<sup>19</sup>:

- a. To present a topic, a language point, lexis.
- b. To practice a language points, lexis etc.
- c. To focus on common learner errors in a more in a more indirect way.

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<sup>16</sup>Boukhtem Nadera "Promoting Student Motivation in EFL Classroom: Through Extended Music Education," *Procedia: Social and Behavioral Sciences*, Vol. 1 Nomor 9 p. 370

<sup>17</sup>Teuta Agaj Avdiu "Non-native English Teachers' view on the use of Music and Songs in Teaching English as Foreign Language to primary School Learners" *Rast Musicology Journal*, Kosovo Vol.9 Nomor 3, Desember 2021, p. 3114.

<sup>18</sup>Heba Al- Efshat, Abdallah Baniabdelrahman, "The EFL Teachers' and Students' Attitudes toward the use of Songs in Learning English" *International Online Journal of Education and Teaching*, Jordan, Vol. 7, Nomor 3, May 2020, p. 854.

<sup>19</sup>Boukhtem Nadera," Promoting.... p.374

- d. To encourage extensive and intensive listening.
- e. To stimulate discussion of attitudes and feelings.
- f. To encourage creativity and use of imagination
- g. To provide a relaxed classroom atmosphere
- h. To bring variety and fun to teaching and learning

According to Etty Pratiwi, some of the main reasons why songs can work so well in the foreign language classroom are as follows<sup>20</sup>:

- a. Real language is almost usually used in songs.

This frequently stands in contrast to the stilted, forced language present in many student texts. Of course, songs can also go too far by utilizing excessively crude, insulting, or other unpleasant vocabulary. It is possible to assemble a sizable collection of songs that are helpful for language learning with careful curation.

- b. Songs can be used to teach students a range of new words.

Want to increase your students' vocabulary using effective words, phrases, and expressions? Songs nearly always have a native speaker audience in mind, hence they frequently use modern terminology, idioms, and expressions.

- c. Songs are typically highly accessible.

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<sup>20</sup>Etty Pratiwi, using song... p. 370

Songs are typically not that hard to find. Local resources, including the students themselves, might be accessible. You can always access song downloads on the internet in all but the most esoteric languages.

- d. Songs can be chosen to fit the students' requirements and interests.

Particularly in English, there are so many songs to choose from with appropriate subjects, levels, and vocabulary that it is hardly ever a challenge. By choosing and utilizing appropriate songs, language difficulty or simplicity can also be accommodated, depending on the students.

- e. Controlling time length is simple.

A song can be incorporated into a lesson plan whether you have an hour, 30 minutes, or just around 15 minutes to spare. Songs can be used in a variety of ways.

- f. A variety of accents can be heard by students.

The ability to introduce the pupils to a variety of English through songs is a plus. Songs are a common way to hear British English, American English, and Caribbean English. Songs from diverse regions, and in a variety of kinds and formats, are excellent at capturing accents. Gospel, soul, R&B, Pop, Rock, Reggae, Jazz, and other genres alter usage and vocabulary in addition to accents.

- g. Song lyrics can be utilized to relate to events happening in the globe.

Songs have been utilized as a form of protest for a vast array of causes, including the rights of prisoners, labor, and civil rights. They have discussed practically every societal issue or cause, including war, crime, and pollution.

h. Students believe songs are enjoyable and natural.

English has many humorous and even ridiculous songs. Some singers even made a living from them.

By using students' interest, it is expected that it can influence and generate students' mood and motivation to follow English class effectively.

Moreover, songs component = music can help students to enjoy English class.

### 3. Motivation

Motivation is something that encourages someone's willingness to do something to achieve what they want<sup>21</sup>. Winkel in Laka et al stated that Motivation to learn is all efforts within oneself that cause learning activities, ensure continuity of learning activities and give direction to learning activities so that the desired goal is achieved. Motivation to learn is a psychological factor that is non-intellectual and plays a role in terms of fostering a spirit of learning for individuals<sup>22</sup>. Therefore, according to Marshall in Arianti, learning motivation is the meaningfulness, value, and benefits of learning activities that are attractive enough for students to engage in learning activities<sup>23</sup>.

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<sup>21</sup> Nia Noviana, Mutiara Ayu, "An Investigating EFL Learners' Instrumental Motivation in Learning English," *Journal of Research on Language Education*, Lampung, Vol.3, Nomor 2, July 2022, p. 52.

<sup>22</sup>Beatus Madelson Laka, Elizabet Kafiar, "Role of Parents in Improving Geoghrapy Learning Motivation in Immanuel Agung Samofa High School," *Jurnal Inovasi Pendidikan Papua*, Vol.1, Nomor 2, July 2020

<sup>23</sup> Arianti, "Perananan Guru dalam Meningkatkan Motivasi Belajar Siswa" *Didaktika Jurnal Kependidikan*, Sulawesi, Vol. 12, Nomor 2, Desember 2018 p.125

Based on the explanation above, it can be concluded that learning motivation is the desire to learn that comes from students and from several external factors that support students to want to learn.

#### A. Types of Motivation

According to Wahid there are some of the major ways in which motivation is categorized<sup>24</sup>:

##### a. Intrinsic (Natural)

Intrinsic motivation refers to an internal force that comes from within the person. It can be related to the learners' inner feelings and takes into account how they participate in the task and whether they are willing to do so. It is not related to external variables.

##### b. Artificial or Extrinsic

Extrinsic motivation refers to external stimuli that influence behavior in order to achieve a goal, such as money, food, recognition, etc. It is motivated by the need for approval from others, such as parents, bosses, teachers, or employers.

#### B. Factors Influencing Motivation

According to Crowe in Anggriani, motivating someone is very important and influenced by factors, both internal and external as follows:<sup>25</sup>

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<sup>24</sup>Jusmin H.j Wahid, "Blended Learning: Fifth Semester Students' Motivation in Learning English Language at English Department of Muhammadiyah University North Maluku" *Jurnal Pendidikan Dodoto*, Maluku, Vol. 17, Nomor 17, January 2019, p. 67

<sup>25</sup>Eka Anggriani, "Students' Preferences and Motivation in Reading English Text in Second Grade of MAS Al-Raisyah Sekarbela Mataram in Academic year 2022/2023", (*Skripsi*, Faculty of Education and Teacher Training State Islamic University of Mataram, Mataram, 2023) P.8

- a. Internal factors
  - a) One's perception of oneself
  - b) Self-esteem
  - c) Personal expectations
  - d) Necessity
  - e) Desire
  - f) Satisfaction
  - g) Achievements produced
- b. External factors
  - a) Type and nature of work
  - b) Workgroups where one share
  - c) The organization itself
  - d) General environmental situation

Learning motivation is important for students and teachers. According to Arianti, the importance of learning motivation for students is as follows<sup>26</sup>:

- a. Realizing the position at the beginning of learning, the process and the final result. For example: after a student reads a chapter of a reading book, in comparison with his classmates who also read the chapter, he was less successful in capturing the content, then he is want to read again.

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<sup>26</sup>Arianti, "Perananan Guru, p.125



- b. Directing learning activities, as an illustration after he finds out that he has not studied seriously, such as joking in class, he will change his learning behavior.
- c. Raising the spirit of learning. For example, a child who has spent a lot of money on his school and there are still younger siblings who are funded by parents, he will try to graduate quickly.
- d. Realizing that there is a journey of learning and then working, students are trained to use their strengths so that they can succeed. As an illustration, every day students are expected to study at home, help parents and play with friends. What they do is expected to succeed satisfactorily.

The learning process will be successful when students have motivation to learn. Therefore, teachers need to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation, so that effective student learning behavior is formed.

According to Wahid, teachers must prepare numerous methods or approaches to ensure that their teaching and learning processes meet the goals, in the learning language teacher must be prepared a good method to make the students motivated, a good method has an important role to make the atmosphere in the classroom is running well<sup>27</sup>.

As for the role of the teacher in increasing student learning motivation as follows<sup>28</sup> :

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<sup>27</sup>Jusmin H.j Wahid, "Blended Learning... p. 62

<sup>28</sup>Arianti, peranan guru dalam... p.132

a. Making students active in teaching and learning activities

The teacher provides direction to students by providing knowledge and asking questions and students do the task well with the aim of fostering student motivation in learning so that students can complete it thoroughly, for example: after the teacher provides knowledge to students then the teacher asks questions and students answer questions thoroughly.

b. Creating a conducive classroom atmosphere

A conducive classroom here is a classroom that is safe, comfortable and always supports students to be able to learn with a calm atmosphere and supports the learning process with the expected layout.

c. Creating varied learning methods

This varied learning method is so that students are not bored and bored in a lesson, so varied learning is created. The goal is that students are always motivated in the learning process activities.

d. Increase enthusiasm and enthusiasm in teaching

A teacher's concern in the teaching and learning process is a very important factor in fostering student learning motivation. Because if the teacher is not enthusiastic and enthusiastic in the teaching and learning process, students will not be motivated to learn.

e. Giving awards

This award can be in the form of grades, prizes, praise, and so on so that students are motivated to learn and always want to be the best.

f. Creating activities that involve students in the classroom

Create activities that involve students with their friends in one class. The goal is that each other will share knowledge, ideas, or ideas in completing student individual tasks with all students in the class.

Therefore, motivation depends on the quality of the teacher, he/she must have some good qualities such as enthusiasm, recognition, stimulating students' ideas, creating a relaxed, enjoyable atmosphere in the classroom, presenting activities in a clear, interesting and motivating way, encouraging students with difficulties and help them to raise their expectations of themselves.

## **G. Research Method**

### **1. Approach and Type of Research**

This research has used qualitative descriptive method, the researcher use a descriptive qualitative approach, Sugiyono stated descriptive qualitative method is a research method based on the philosophy of postpositivism used to research on natural object conditions (as opposed to experiments) where the researcher is the key instrument, data collection techniques with triangulation (combined), data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization<sup>29</sup>. The researcher was used the descriptive method to explore the students' perception of using English songs to increase their motivation to learn English. The researcher was used the observation and interview to obtain authentic and valid data.

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<sup>29</sup> Sugiyono, dalam "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D, (Bandung, Alfabeta), 2017, cet. Ke-25, hlm. 15

## 2. The Presence of Research

The presence of the researcher in this study means that the researcher is the key instrument in planning the research, collecting data, analyzing data, and reporting it. This research requires data through observation and interviews, and the researcher participated as an interviewer.

## 3. Setting of Research

This research was conducted at SMAN 1 Kopang, located at Jln. Segara Anak no. 5a Kopang, Central Lombok. This school is a popular school in Kopang. The researcher feel interested in researching in this place because the researcher want to know the students' perceptions in this school when using English songs as their learning media, whether it can increase the students' learning motivation or not. The researcher also chose this school because this school uses English songs as their learning media, which is accordance with the title of this research.

## 4. Source Data

The information obtained by the researcher is called the data source. The data source is the subject from whom the data is obtained. If the researcher uses a questionnaire or an interview, the data source is called the respondent, that is, people who respond or answer the researcher's questions, both in the form of written questions and oral or direct questions<sup>30</sup>.

According to Sugiyono, sample is part of number and characteristics of the population<sup>31</sup>. Sampling techniques are categorized as probability, non probability,

<sup>30</sup>Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*", (Jakarta: Rineka Cipta,2014) p.

<sup>31</sup>Sugiyono, dalam Metode Penelitian Pendidikan.... p.119

random, or non-random sampling. This study uses random sampling. Purposive sampling strategies come in variety of forms and can be use to select the sample in research. Purposive sampling was used as the sample in this study. Judge mental sampling, also known as purposeful sampling, is technique where specific people, places, or events are chosen on purpose to provide curcial information that cannot be learned by other method.

In this study, data sources were obtained from tenth grade E7 students of SMAN 1 Kopang who learned to use songs as a learning method. There were 35 students, 13 male students and 22 female students.

The researcher has interviewed 5 students as the informants selected by the researcher get the result from observation. Interviews have been conducted face to face. Questions were asked in the interview session. The researcher then recorded the students' voices to collect deeper information about what students had to say about songs can increase their motivation on learning English or not.

## 5. Procedure of Data Collection

The process in data collection is a way or technique in obtaining data in the form of facts that occur. In collecting data in this study, the researcher took several steps or procedures including the following:

### a. Observation

Observation as a data collection technique has specific characteristics when compared to questionnaires and interviews. Interviews and questionnaires always communicate with people, but observation is not only about

communicating with people, but also with other natural objects<sup>32</sup>. This process is carried out by examining the data obtained through observation, which is an approach taken by the researcher through direct observation of students' learning activities when using English songs as their learning media. Before making observations, the researcher make a list to find out what objects will be observed (checklist observation).

b. Interview

According to Sugiyono, interviews consist of two categories, such as structured interview and unstructured interview. A structured interview are used as a data collection technique, when the researcher knows with certainty about the information to be obtained. Therefore in conducting interviews, the researcher have prepared research instruments in the form of written questions whose alternative answers have also been prepared. Meanwhile unstructured interviews are free interviews where researchers do not use interview guidelines that have been arranged systematically and completely arranged for data collection. Interview guidelines that are used are only in the form of outlines<sup>33</sup>.

In this study, the researcher used unstructured interview, which is an interview starting with general questions in a broad area of research. By conducting this type of interview, it will build trust and participation of informants so that researchers will get more detailed and complete data related to what will be researched and informants have no doubts about telling widely

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<sup>32</sup>Sugiyono, dalam "Metode Penelitian Pendidikan: Pendekatan..., p. 203

<sup>33</sup> *Ibid* p.197

what really happened. So that in this interview the questions asked will immediately come up after hearing the answers from the informants about these general questions, and not forgetting at the beginning of the interview to do ice breaking techniques, namely where researchers break the atmosphere by asking how things are going and so on to informants.

c. Documentation

Documentation is one of the data collection tools by collecting photos and files that are necessary and related to the research to be conducted. In this method, the researcher collect data about the things to be studied, then recorded the students' voices and took some photos while conducting observations and interviews.

6. Technique of Data Analysis

According to Miles and Huberman, there are several data analysis techniques, namely:

a. Data condensation

According to Miles and Huberman, data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up fields notes, interview transcripts documents and other emprical materials<sup>34</sup>.

The researcher asked students' perceptions about the English learning methods provided by the English teachers in the tenth grade E7 SMAN 1

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<sup>34</sup>Johny Saldana Matthew B Miles A. Michael Huberman, Qualitative Data Analysis, ed. Helen Salmon, 3rd ed. (London ECIY ISP: Sage Publications Inc., 2014) p. 12

Kopang. After getting the answers, the researcher eliminated the data that is not needed by the researcher, then the researcher selected students interview answer that is in accordance with the researcher's research, namely students' perceptions about the use of English songs to increase students' learning motivation. Based on the subjects and objects studied, the information collected through observation, interviews, and documentation has been categorized. Perceptions about the use of English songs as learning media have been obtained by students. Selecting, concentrating, transforming, abstracting, and condensing data in a comprehensive corpus of documented interview transcripts, and documents is referred to data condensation.

b. Data display

According to Miles and Huberman, data display is a collection of information that has been categorized, separated, and structured according to the collection of information that leads to a conclusion, data display available, information that has been categorized and gathered through data collecting is a conclusion<sup>35</sup>.

The researcher outlined all the information obtained through observations, interviews, and documentation. The researcher then presented the findings from the results of observations, interviews and documentation regarding students' perceptions of the use of English songs to increase motivation to learn English. This study used observation, interviews, and documentation to collect data on students' perceptions of the use of English songs, whether it can increase students' learning motivation or not.

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<sup>35</sup>*Ibid p. 13*



c. Conclusion Drawing/verification

The third step in data analysis according to Miles and Huberman is to draw and test conclusions. The initial conclusions drawn are still tentative and may change at any time if strong evidence is not found to support the next stage of data collection. However, if the conclusions drawn at an early stage are supported by valid and consistent evidence when the researchers return to the field to collect data, then the conclusions drawn are credible conclusions. Thus, conclusions in qualitative research may or may not be able to answer the problems formulated from the beginning, because, as has been said, problems and problem formulations in qualitative research are still temporary and may evolve after the research is in the field.

The last session of data collection is the conclusion or the researcher mentions the results of this study, namely students' perceptions of the use of English songs to increase students' learning motivation.

7. Validity

Validity is the degree of accuracy between the data that occur on the object of research and the performance that can be reported by researchers. Furthermore the trustworthiness in qualitative research include credibility (rather than internal validity), transferability (rather than external validity or general ability), dependability (rather than reliability), and confirmability (in preference to objectivity)<sup>36</sup>.

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<sup>36</sup>*Ibid. p 13*

Therefore, the researcher used triangulation technique as confirmation of validation in this study. Triangulation in this credibility test is interpreted as checking data from sources in various ways, and various times. Thus there is source triangulation, triangulation of data techniques, time triangulation<sup>37</sup>.

Hence, in this step, the researcher compared data with the related theory. The researcher gathered and selected the data that correlate with the theory and subject. The researcher checked the data of the students' perception of using English songs to increase their motivation on learning English.



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<sup>37</sup>Sugyiono, dalam "Metode Penelitian Pendidikan... p 372

## H. Organization of Discussion

### 1. Chapter I Introduction

In this chapter, the researcher will explain the research background, focus study, objective and significance of the research, research setting, literature review, theoretical framework, research method, and the last systematic of discussion.

### 2. Chapter II Data Presentation and Findings

In this chapter, the researcher will present the data display and research findings after the researcher conducted the investigation.

### 3. Chapter III Discussions

In this chapter, the researcher will discuss in detail all the explanations and analysis process of the research results based on the research perspective or theoretical bases.

### 4. Chapter IV Conclusion

In the last chapter, the researcher will provide the conclusion and the researcher's suggestion. The conclusion will present the research findings, correlated to the focus study, which will be gained based on analyzing the data in the previous chapter.

## CHAPTER II FINDINGS AND DATA DISPLAY

The second chapter explains the findings deals with the statement problem in the first chapter, namely what is students' perception of using English songs to increase their motivation on learning English at SMAN 1 Kopang. The data were collected from the result of the observation and students' interview.

### A. Finding of Observation

In this part, the researcher explain the results of observations, the researcher use checklist observations to get more valid result. The following are the result of the researcher's checklist observation:

No	Indicator	Sub Indicators	Observation items	Yes	No	Description
1	Students enthusiasm for learning	Before the learning begins	Students look excited when the teacher informs learning using songs.	✓		when the teacher tells that this lesson uses songs, some students clap their hands in excitement.
			Students curiosity is high about the use of English songs that will be used.	✓		some students asked the teacher about what songs to use.
2		As learning progresses	Students pay attention to the teacher well	✓		students pay attention and obey all teacher commands
			Students look sleepy, bored, or fall a sleep in the classroom when learning begins.		✓	students look happy and enjoy the lesson when using songs.
			Students cannot be organized by teacher when learning using songs begin		✓	students focus when the song is played to listen the words spoken by the singer.
			Students sing along when learning using songs starts	✓		students sing along when the task has been complete.
3		Learning outcomes	Students enjoy learning English using songs.	✓		students were focused and quiet when the song played, and their curiosity about the "new song" spoken by the singer increased.

Based on the results of the observation checklist above. The researcher found that there was one teacher who used songs as a teaching medium. When the researcher conducted observation, the researcher participated when learning through song media took place, which was in the tenth grade E7 class.

When the teacher told the students that the English material this time was using songs, some students looked happy, not a few students clapped their hands happily when they found out that the learning this time was using songs. There were several students who asked, "Whose song is it, sir?", "Using the song that is viral, sir?" and several other questions. Seeing the reaction of students who look excited, it means that songs are one of the learning media that students will use.

When the lesson with songs began, the students seemed to enjoy learning. Students' curiosity about the "new word" that the singer of the song also increased. students' curiosity increased can be seen when students asked their other group friends related to what "new words" they "heard". Students are also more focused when the song is played, all students are silent and focused on the song being played. Seeing the students' enthusiasm like this, it means that using songs as a learning medium can improve their concentration and listening skills.

During the observation, the researcher saw that the students' enthusiasm for learning was quite high when the songs were used. It is obvious when students laugh and their curiosity is great when learning takes place. The classroom atmosphere is also more lively and very pleasant when learning takes place. The song chosen is also appropriate for the students at that time. The music used is also fun and energetic so that students do not get tired and bored while learning.

## B. Finding of Interview

In this section, the researcher explained her findings from interviewing students.

### 1. Students perception of using English songs to increase their motivation in learning English

a. Songs are fun learning media and the right media for listening material

Questions 1: How do you perceive the use of English songs as learning media?

Table 1.

Students	Students answer
1	Very good, we can sing together, then we don't get sleepy with the music. <sup>38</sup>
2	It's fun, the class atmosphere is more exciting because of the music, so it's not sleepy. <sup>39</sup>
3	It's fun sis, the way the teacher teaches like before using songs <sup>40</sup>
4	It's fun sist, because there is music, so exciting. <sup>41</sup>
5	It's fun, we can sing together sis. <sup>42</sup>
Full script is on the appendices	

Based on the data shown above, all the students said they like learning English through songs, they all enjoy it.

Based on the results of the data shown above, all the students like to learn English through songs, so it can be concluded that students like to use English songs as their learning media.

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<sup>38</sup> Student 1, *Interview*, Kopang 18 Juli 2023

<sup>39</sup> Student 2, *interview*, Kopang, 18 Juli 2023.

<sup>40</sup> Student 3, *interview*, Kopang, 18 Juli 2023.

<sup>41</sup> Student 4, *interview*, Kopang, 18 Juli 2023.

<sup>42</sup> Student 5, *interview*, Kopang, 18 Juli 2023.

Questions 2: Do you like the use of songs in listening class?

Table 2.

Students	Students answer
1	I like it, class is fun <sup>43</sup>
2	I like it, it's fun <sup>44</sup>
3	I like it, because it's fun <sup>45</sup>
4	I like it, its more fun <sup>46</sup>
5	I like it, listening class is more fun using songs like this. <sup>47</sup>
Full script on appendices	

Based on data showed in table, it can be concluded that the use of listening classes using songs is preferred by students.

b. Learning English using songs is easier for students

Questions 3: When using English songs as a learning medium, are there any difficulties?

Table 3

Students	Students answer
1	Nothing sist, English material using songs is even my favorite. <sup>48</sup>
2	Nothing sist, that was easy, because I already knew the song, often heard it. <sup>49</sup>
3	Nothing sist, I like it when I use songs <sup>50</sup>
4	Nothing sist, it's fun to learn like that (using songs) <sup>51</sup>
5	Nothing sist, it's fun for me <sup>52</sup>
Full script on appendices	

<sup>43</sup>Student 1, *interview*, Kopang 18 Juli 2023.

<sup>44</sup>Student 2, *interview*, Kopang 18 Juli 2023.

<sup>45</sup>Student 3, *interview*, Kopang 18 Juli 2023.

<sup>46</sup> Student 4, *interview*, Kopang 18 Juli 2023.

<sup>47</sup>Student 5, *interview*, Kopang, 18 Juli 2023.

<sup>48</sup>Student 1, *Interview*, Kopang, 18 Juli 2023.

<sup>49</sup>Student 2, *interview*, Kopang, 18 Juli 2023.

<sup>50</sup> Student 3, *interview*, Kopang, 18 Juli 2023.

<sup>51</sup> Student 4, *interview*, Kopang, 18 Juli 2023.

<sup>52</sup>Student 5, *interview*, Kopang, 18 Juli 2023.

Based on the data in the table above, all the students felt that they had no difficulty learning English through songs; all the students enjoyed learning English through songs.

Questions 4: Is it easier to learn English using songs or learn English as usual?

Table 4.

Students	Students answer
1	It's easier to use songs, if I learn English like usual, I'm bored, if we use songs, we can sing it <sup>53</sup> .
2	If we usually study, we get sleepy, but if we learn using songs, we don't get sleepy <sup>54</sup> .
3	It's easier to use the song, because it's more fun <sup>55</sup> .
4	It's easier to use songs because it's fun <sup>56</sup> .
5	It's the same, but using songs is more fun because there's a fun music <sup>57</sup> .
Full script on appendices	

Based on data showed in table, all students agree that learning English using songs makes it easier. The songs do not make the students feel sleepy, the musical accompaniment also adds to making the classroom atmosphere more enjoyable.

Based on the data above, it is concluded that learning English using songs makes it easier for students.

<sup>53</sup>Student 1, *Interview*, Kopang 18 Juli 2023.

<sup>54</sup>Student 2, *interview*, Kopang, 18 Juli 2023.

<sup>55</sup>Student 3, *interview*, Kopang, 18 Juli 2023.

<sup>56</sup>Student 4, *interview*, Kopang, 18 Juli 2023.

<sup>57</sup>Student 5, *interview*, Kopang, 18 Juli 2023.



c. Adequate tools affect the success of learning English using songs

Questions 5: Are the tools used by the teacher to teach using songs such as speakers, whiteboards and other supporting tools sufficient?

Table 5.

Students	Students answer
1	Yes, it's adequate, the speakers are big so the sound of the song is heard, everything else is also good <sup>58</sup>
2	Yes, it's adequate, the speakers are big so the sound is clear <sup>59</sup>
3	It's adequate, the speakers sound good even though I'm sitting at the back <sup>60</sup>
4	Its adequate, the speakers are big so the sound of the song is audible <sup>61</sup>
5	Its adequate, the sound of the speakers is clear. <sup>62</sup>
Full script on appendices	

Based on data shown in the table, all students said that the tools used by teachers to teach are very adequate, the facilities owned by the school are also complete and suitable for use, making it easier for students to receive English language learning through song media very well.

## 2. Types of students' learning motivation

Questions 1: Do you like English lessons?

<sup>58</sup>Student 1, *Interview*, Kopang, 18 Juli 2023.

<sup>59</sup>Student 2, *interview*, Kopang, 18 Juli 2023.

<sup>60</sup>Student 3, *interview*, Kopang, 18 Juli 2023.

<sup>61</sup>Student 4, *interview*, Kopang, 18 Juli 2023.

<sup>62</sup>Student 5, *interview*, Kopang, 18 Juli 2023.

Table 6.

Students	Students answer
1	I like it, I really like English from junior high school <sup>63</sup>
2	Yes, I like it, I also take English courses <sup>64</sup>
5	I like it, my favorite subject because I like to sing and listen to the English song that went viral on tiktok. <sup>65</sup>
Full script on appendices	

From the table above, it can be seen that 60% students like English lessons, it means that they already have instrinsic motivation to learn English.

Table 7.

Students	Students answer
3	Not too much sis, because it's difficult <sup>66</sup>
4	A little, because it's difficult <sup>67</sup>

Based on data showed in table, it can be seen that 40% students do not like English lessons, which means that their extrinsic learning motivation must be improved.

a. Question 2: Do you like to learn English using songs?

Table 8.

Learning English through songs can increase students' motivation to learn English.

Students	Students answer
1	I like it sis, I really like English songs. <sup>68</sup>

<sup>63</sup>Student 1, *Interview*, Kopang 18 Juli 2023.

<sup>64</sup>Student 2, *interview*, Kopang 18 Juli 2023.

<sup>65</sup>Student 5, *interview*, Kopang, 18 Juli 2023.

<sup>66</sup> Student 3, *interview*, Kopang 18 Juli 2023.

<sup>67</sup> Student 4, *interview*, Kopang 18 Juli 2023.

<sup>68</sup>Student 1, *interview*,Kopang 18 Juli 2023.

2	I really like it, at home I also often listen to English songs via YouTube and those that go viral on TikTok <sup>69</sup>
3	I like it sis, if I learn English using songs it's not too difficult sis, then it's fun. <sup>70</sup>
4	I like it sis, the class is fun, the way the teacher teaches is also fun. <sup>71</sup> .
5	I really like it, I like English class the most using songs <sup>72</sup> .
Full script on appendices	

Based on the data shown in the table, all the students gave a positive answer, they said that the use of songs in English learning makes them enthusiastic to learn. The answers of students 3 and 4 also show that people who do not like English class (see Table 7) became fond of English class.

From the above statement, it can be concluded that using the right songs and music can increase students' extrinsic motivation to learn by using English songs while learning.

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<sup>69</sup>Student 2, *interview*, Kopang 18 Juli 2023

<sup>70</sup>Student 3, *interview*, Kopang 18 Juli 2023.

<sup>71</sup>Student 4, *interview*, Kopang 18 Juli 2023.

<sup>72</sup>Student 5, *interview*, Kopang 18 Juli 2023.

## CHAPTER III

### DISCUSSION

This chapter presents discussion of research finding related on the research questions, namely students' perceptions of using of English songs to increase their motivation on learning English at SMAN 1 Kopang.

#### **1. Students' perceptions of the use of English songs as learning media**

In this part, the researcher explains the data from observation and interview. The researcher divided students' perception into 4 parts. They are; students become more focused on learning English to get new vocab, songs are a fun learning media and songs are the right media for listening material, English lessons with songs are easier for students, and adequate tools support the successful use of songs in English language learning.

- a. Students become more focused on learning English to get new vocab.

The researcher found this through observation. When songs are used in English classes, students become more focused on learning English, when the song is played, students immediately fall silent and focus on listening to the song being played. The use of songs in English teaching can also increase students' vocabulary. During the observation, the researcher found that the students' curiosity about English words increased when the song was played. They tried hard to find out what vocabulary the singer mentioned in the song played. Students also asked other friends about the vocabulary they heard. Every word that students hear when the song is played can add new vocabulary to the

students. As done by the teacher where the researcher conducted the research, the teacher ordered the students to write every English word they heard when the song was played, the students felt excited to write because of the music of the song that was played. It showed that the section was perceived positively by the students. This result in line with Lozanov in Bawawa, who stated that the atmosphere created by songs enhances the ability to remember new vocabularies, it is because people found it much easier to memorize something that is fun and melodic than normal sentence<sup>73</sup>. The pleasant classroom atmosphere created by music can certainly improve students' vocabulary, and the use of music and pleasant melodies makes students remember vocabulary well.

- b. Songs are a fun medium for learning English and the right media for listening material.

All respondents responded positively to this research (see Table 1). Students' interest in learning increases when learning with songs. Students said because the pleasant music does not make them sleepy. By singing together, the class becomes more lively and the atmosphere of the class becomes fun. It can be said that students enjoyed learning English with songs. It is in line with what Philips stated that songs can be used as a tool to increase students' interest or motivation in learning. He also stated that Students' really enjoy learning by using songs<sup>74</sup>.

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<sup>73</sup> Marni Bawawa, "Teaching English Vocabulary using Songs to Developing Students Vocabulary Mastery," *Jurnal Kajian Linguistik*, Musamus, Vol. 8 No.1, April 2020 p.9

<sup>74</sup> Philips, Sara "Young Learners" Oxford: Oxford University, 2003

Based on the results of the researcher's interview with students, the use of songs in English materials received a positive response from all students (see Table 2). According to the results of the interview, the students enjoy listening lessons with songs more than with other learning media. One of the students also said that he was bored when he learned listening in the usual way, he preferred to learn listening with songs. These result are in line with Purcel in Apriyuninda et.al stated that students tend to feel bored by repeatedly listening to a narrative or dialogue when they are trying to understand the meaning of new words or phrases in context. On the other hand, listening to a song over and over can feel less monotonous because of the rhythm and melody<sup>75</sup>.It can be said that the selection of English class songs as listening material is the right choice.

c. English lessons with songs are easier for students.

According to the researcher's findings, all the students did not find it difficult to use songs as learning media (see Table 3). Even one of the students said that the English lesson using songs was his favorite lesson. From the positive response of these students, it can be said that learning English through songs is one of the good choices of learning media for teachers, and if students do not have difficulties, learning will be more effective. The selection of the right songs by the English teacher at the school is one of the reasons why the students have no difficulty in learning to use songs. This is in accordance with what Griffé stated in Afriyuninda, which recommends the use of short and slow songs for

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<sup>75</sup> Eicha Afriyuninda, Lulud Oktaviani, "The use of English Songs to Improve English Students' Listening Skill," *Journal of English Language Teaching and Learning (JELTL)*, Vol. 2, No.2, December 2021 p.80

students at the beginner level. The song to be chosen should have a clear sound and it should be understandable; there should not be too many instruments played at high volume in the song<sup>76</sup>.

Students prefer to learn English by singing rather than by studying normally. All students responded positively (see Table 4). Some of the students' reasons are because, he can sing while learning, he does not feel sleepy, and the atmosphere of the class becomes more exciting because of the music from the song. This in line with what Maulaya in Gasma et.al, stated that students need something to make them interested in the teaching learning process that can make them fun in the classroom<sup>77</sup>. Based on these responses, students will feel bored if learning as usual (monotonous), the selection of sufficiency learning media such as the use of songs can make learning run more effectively because the music in the song makes the class run more fun and students are not sleepy in class.

- d. Learning success is influenced by appropriate support tools.

The respondents gave positive answers (see Table 5). Based on the students' answers, the sufficiency of tools plays an important role in the results of learning English through songs. If the tools used are inadequate, such as the speakers used are too small, of course the learning will not be effective, it might make students feel that learning English through songs is not fun, students will be more confused, and so on. Therefore, the use of tools must be appropriate, as one of

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<sup>76</sup>Ibid. p.81

<sup>77</sup> Yunita Gasma, Hery Yufrizal, Muhammad Sukirlan, "Teaching Vocabulary Through Song at the First Grade of Senior High School", *Journal U-JET*, Lampung, Vol.6 No.2, November 2017

the students said in the interview results, even though he was sitting in the back, he could hear the music well. This is in line with what Mirsha and Kohler in Kibici stated that the key to successful teaching is the ability of educators to effectively integrate technology and content with pedagogy. Educators must use instructional methods and technologies effectively to transform content knowledge into forms that students can understand and learn<sup>78</sup>. This means that the selection of appropriate tools must be felt by all students, even if they are sitting in the back, if all students are given appropriate tools, learning English through songs will certainly be more effective.

Based on the results of students' observations and interviews, the researcher received a positive response when using English songs as learning media. The result was in line with Murphey stated that “songs is an excellent “tool” for assisting learners in learning English”<sup>79</sup>. While this study also agreed that using song is an great medium for students to learning english, in other research Nadera said, the most obvious advantage of using songs in the classroom is that they are enjoyable, although most students like singing and typically respond well to songs in classroom<sup>80</sup>. This statement is in line with what the researchers found, students enjoy learning through songs, students sing together while learning, while enjoying learning. If the class is lively, the classroom atmosphere is fun, students are not sleepy, students enjoy the class, it is certain that the class will be

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<sup>78</sup> Volkan Burak Kibici, “An investigation into Music Teachers’ Perception of Technological Competencies,” *International Journal of Technology in Education and Science (IJTES)*, Turkey, Vol.6 No.1 p.115

<sup>79</sup> Murphey, T, “Music and songs....”

<sup>80</sup> Boukhtem Nadera “Promoting student.., P. 370



more effective, and students will get the learning material better. The results of this study are also supported by other research, Adviu stated that, music and songs provide a lot of fun to students in the classroom, create positive atmosphere of learning and also increase students' motivation, songs get learners attention, music activities break the boredom and maintains a good atmosphere in the classroom<sup>81</sup>.

## **2. The Importance of Intrinsic and Extrinsic Motivation in learning English.**

Based on the researcher's findings, the use of English song media gets a positive response to increase students' learning motivation. Students argue that songs are fun and exciting learning media because they can sing together. The pleasant music of the song used also contributes to the mood (learning motivation).

### **a. Intrinsic motivation**

According to the data found by the researcher, 60% students like English classes (see Table 6). One of the students also confirmed that English is her favorite subject. From the data found by the researcher, it shows that students are motivated by intrinsic motivation, they want to learn English because they like English class. In accordance with what Wahid stated that, intrinsic motivation refers to internal force that comes from within the person. It can be related to the learners inner feelings and takes into account how they participate in the task and whether they are willing do so. It is not related to external variable<sup>82</sup>. And the response of students who like English classes to

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<sup>81</sup> Teuta Agaj Adviu, "Non-native English teachers view on the use of music...p 3114

<sup>82</sup> Jusmin. H. J wahid," Blended Learning... p 67

the use of English songs as learning media received a positive response (see Table 8) that they like English classes with songs.

It can be concluded that if students really like English class, it is included in intrinsic motivation. And if the intrinsic motivation is fulfilled and the students get fun learning media (using songs), then the students' learning will be more effective.

b. Extrinsic motivation

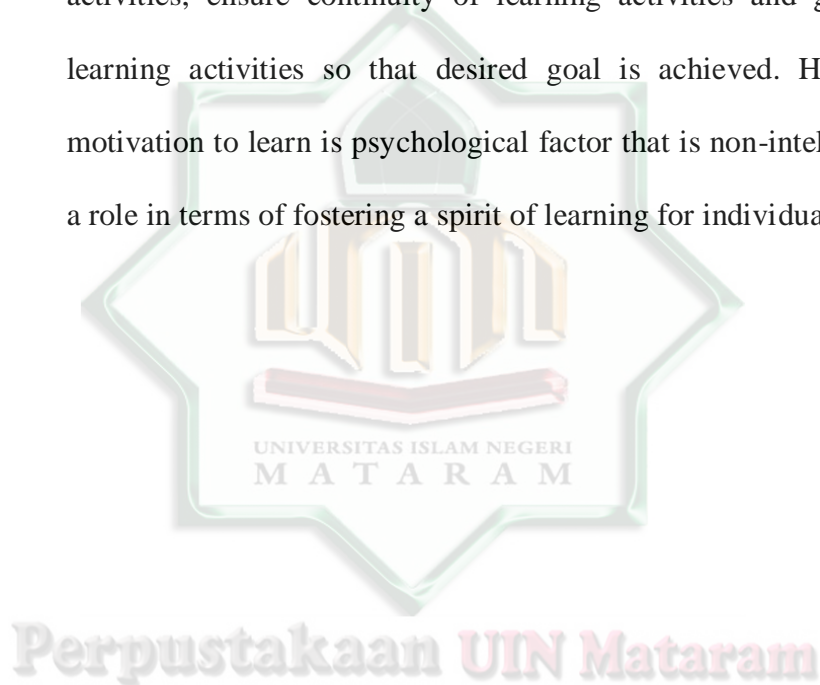
According to the data found by the researchers, 40% students don't like English class, they said they don't really like English class because it's difficult (see Table 7), but when the researcher asked about the use of songs as a learning medium, the researcher got positive answers, they said if the song is not too difficult, it's fun to learn (see Table 8). Based on the students' answers, it could be concluded that the learning media and the exciting teacher can improve their extrinsic motivation to learn English. Is it in line with Wahid stated that, extrinsic motivation refers to external stimuli that influence behavior in order to achieve a goal, such as money, food, recognition, etc. it is motivated by the need for approval from others, such as parents, bosses teachers, or employers<sup>83</sup>.

Can be concluded that the way the teacher teaches and the right learning media influence the students' extrinsic motivation, students who initially did not like English class became fond of English class because learning English class uses fun songs and also the teacher's fun way of teaching.

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<sup>83</sup> Ibid., p.67

Based on the results of the above description, it can be concluded that students' learning motivation can be increased if the learning media is fun for students, can be proved on; students who initially did not like English class, became fond of English class when the learning media used by the teacher is fun (such as songs). This is accordance with what Winkel in Laka et al stated that motivation to learn is all efforts within oneself that cause learning activities, ensure continuity of learning activities and give direction to learning activities so that desired goal is achieved. He also said that motivation to learn is psychological factor that is non-intellectual and plays a role in terms of fostering a spirit of learning for individuals<sup>84</sup>.



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<sup>84</sup> Beatus Madelson Laka, Elizabet Kafiari, ..., P.70

## CHAPTER IV

### CONCLUSION AND SUGGESTION

In this chapter present the conclusion and suggestions of this research. The conclusion are derived from the findings of the research explained in chapter two. Suggestion are adressed to the English students, English teachers, and future researchers.

#### A. Conclusion

The results show that the use of English songs to increase students' motivation to learn English in SMAN 1 Kopang has a positive effect. The way the teacher presents the lesson so that the class becomes lively and the students become active, the selection of the right songs and music, and the tools such as loudspeakers and appropriate whiteboards are also things that play an important role in the results of the learning done. Songs have several advantages for learning English, such as: students become more focused on learning English to get new vocabulary when learning English using songs, songs are a fun learning medium and songs are the right media for listening material, English lesson using songs are easier for students. The types of students' learning motivation are; 60% of students have intrinsic motivation and 40% of students have extrinsic motivation. All students agree that the use of English songs as learning media can increase students' intrinsic or extrinsic motivation because learning becomes more fun. Students who initially disliked English lessons became fond of English lessons because of the fun learning media. Intrinsic and extrinsic motivation of students need to be known by the teacher in order to make English learning more effective.

## B. Suggestions

The researcher gives some suggestions for some parties, such as the English teacher, the students, and future research.

### 1. To the students

This research is expected to provide knowledge for students, so that they know the type of motivation they have.

### 2. To the English teacher

Teachers update the latest songs for better learning in the future.

### 3. To the future researcher

This research hoped to inspire future researchers to conduct the same field about using english songs to increase students motivation on learning English in other classes, such as listening or speaking class.

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## **APPENDICES 1 Observation & Interview Result**

**Date of interview: 18 Juli 2023**

**Interviewer: Baiq Arita Damayanti**

**Interviewee: 5 Students of the tenth grade E7 class of SMAN 1 Kopang**

P; Peneliti

Std1: Student 1

Peneliti: Boleh tau ndk persepsinya adik tentang penggunaan lagu bahasa inggris sebagai media pembelajaran?

Std1: Sangat bagus kak,

P: Sangat bagus kayak gimana maksudnya? bisa dijelasin?

Std1: Kita bisa nyanyi nyanyi bareng, trus kita ndk ngantuk sama musiknya.

Peneliti: Adik suka kelas bahasa inggris ga?

Std1: Suka kak, emang suka bahasa inggris dari SMP

P: Trus kalo belajar bahasa inggris pake lagu kayak tadi suka nggak?

Std1: Tambah suka saya kak, saya emang suka lagu bahasa inggris.

P: Suka ga kelas litening pake lagu?

Std1: Suka kak, jadi menyenangkan dia

P: Ada kesulitan ga pas belajar bahasa inggris pake lagu?

Std1: Ndk ada sih kak, materi bahasa inggris pake lagu malah jadi favorit saya.

P: Lebih mudah belajar bahasa inggris pake lagu atau belajar bahasa inggris kayak biasa?

Std1: Lebih mudah pake lagu kak, kalo belajar biasa inggris kayak biasa bosan kak, kalo pake lagu kan bisa kita nyanyi nyanyi

P: Alat yang di pake pak guru kayak speaker, papan tulis dan alat pendukung lainnya sudah memadai ga menurut adek?

Std1: Memadai kak,

P: Memadai kayak gimana? bisa jelasin ndk?

Std1: Speakernya kan udah besar kak, jadi suara lagunya terdengar, yang lainnya juga sudah bagus kak

P: Peneliti

Std2: Student 2

P: Boleh tau ndk persepsinya adik tentang penggunaan lagu bahasa inggris sebagai media pembelajaran?

Std2: Seru kak

P: Bisa jelasin letak serunya dimana?

Std2: Seru kak, kelas jadi lebih seru karena musiknya, jadi ndk ngantuk, pokoknya seru dah kak

P: Suka kelas bahasa inggris ga?

Std2: Iya suka, saya sampai ikut les bahasa inggris

P: Trus kalo belajar bahasa inggris pake lagu kayak tadi suka ga?

Std2: Suka banget kak, dirumah juga emang sering denger lagu bahasa inggris.

P: Denger lagu bahasa inggris lewat mana?

Std2: Lewat youtube kak, banyak juga di tiktok yang fyp (viral) itu

P: Seneng ga kelas listening pake lagu?

Std2: Senang kak, seru dia

P: Ada kesulitan ga pas belajar bahasa inggris pake lagu?

Std2: Ndk ad sih kak, dia mudah tadi itu, karena saya udah tau lagunya, sering dengar seru seru aja

P: Trus lebih mudah belajar bahasa inggris pake lagu atau belajar bahasa inggris kayak biasa?

Std2: Lebih mudah pake lagu,

P: Kenapa?

Std2: Kalo belajar biasa ngantuk kita, kalo belajar pake lagu ndk ngantuk.

P: Kalo alat yang di pake bapak memadai ga? Kayak speaker, papan tulis dll?

Std2: Memadai kak

P: Memadai kayak gimana?

Std2: Speakernya sudah besar, jadi suaranya udah jelas.

P: Peneliti

Std3: Student 3

P: Boleh tau ndk persepsinya adik tentang penggunaan lagu bahasa inggris sebagai media pembelajaran?

Std3: Seru kak

P: Bisa jelasin ga serunya dimana?

Std3: Seru dah kak, kayak cara pak guru ngajar kayak tadi, seru

P: Suka kelas bahasa inggris ga?

Std3: Ndk terlalu suka kak

P: Kenapa?

Std3: Yaa karena sulit ka

P: Tapi kalo belajar bahasa inggris pake lagu kayak tad suka ga?

Std3; Suka kak, kalo pake lagu ndk terlalu sulit kak, trus seru jadinya.

P: Suka ga kelas listening pake lagu?

Std3: Iya suka kak,

P: Kenapa suka?

Std3: Ya karena dia seru kak

P: Ada kesulitan ndk belajar bahasa inggris pake lagu

Std3: Ndk ada kak, suka saya kalau pake lagu

P: Lebih mudah belajar bahasa inggris pake lagu atau belajar bahasa inggris kayak biasa?

Std3: Lebih mudah pake lagu kak, soalnya lebih seru dia

P: Alatnya sudah memadai ga? kayak speaker, papan tulis dan alat pendukung lainnya?

Std3: Sudah memadai kak, speakernya kedengeran walaupun saya duduk paling belakang.

P: Peneliti

Std4: Student 4

P; Boleh tau ndk persepsinya adik tentang penggunaan lagu bahasa inggris sebagai media pembelajaran?

Std4: Sangat asik kak

P: Asiknya kayak gimana?

Std4: Ya asik kak, ada musiknya jad seru dah

P: Suka kelas bahasa inggris ga?

Std4: Sedikit

P: Kenapa?

Std4: Yaa karena sulit kak

P: Tapi kalo kelas bahasa inggris pake lagu kayak tadi suka ndk?

Std4: Suka kak,

P: Kenapa suka?

Std4: Seru kelasnya jadinya, cara pak guru ngajar juga seru.

P: Seneng ga kelas listening pake lagu?

Std4: Seneng ka, jadi lebih seru

P: Ada kesulitan ga kalo belajar bahasa inggris pake lagu?

Std4: apa yaa, ndk ada si kak, seru belajar kayak tadi.

P: Lebih mudah belajar bahasa inggris pake lagu atau belajar bahasa inggris kayak biasa?

Std4: Lebih mudah pake lagu kak

P: Kenapa?

Std4: Karena lebih seru jadinya kak

P: Alat yang di pake pak gur udah memadai ga? kayak speakernya, papan tulis dan alat pendukung lainnya?

Std4: Iya memadai kak

P: Memadai kayak gimana?

Std 4: Suara speakernya besar jadi suara lagunya kedengeran.

P: Peneliti

R5: Student 5

P: Boleh tau ndk persepsinya adik tentang penggunaan lagu bahasa inggris sebagai media pembelajaran?

Std5: Menyenangkan.

P: Menyenangkan kayak gimana?

Std5: Bisa kita nyanyi bersama kak, pokoknya menyenangkan dah

P: Suka kelas bahasa inggris ga?

Std5: Suka kak, pelajaran favorit saya

P: Kenapa?

Std5: Karena saya suka nyanyi dan denger lagu bahasa inggris yang viral di tiktok itu kak.

P: Terus kalo belajar bahasa inggris pake lagu kayak tadi suka ndk?

Std5: Suka banget kak, kelas bahasa inggris paling saya suka pas pake lagu

P: Seneng ga kelas listening kalo pake lagu?

Std5: Seneng ka, lebih seru kelas listening pake lagu kayak gini.

P: Ada kesulitan ndk belajar bahasa inggris pake lagu?

Std5: Ndk ada si kak, seru seru aja kalo saya

P: Lebih mudah belajar bahasa inggris pake lagu atau belajar bahasa inggris kayak biasa?

Std5: Sama aja si kak, tapi kalo pake lagu lebih seru karena ada musiknya.

P: Kalo alat yang di pake pak guru sudah memadai ga? kayak speaker, papan tulis dan alat pendukung lainnya?

Std5: Iya kak memadai suara speakernya juga jelas.

## Observation checklist Result

### PEDOMAN OBSERVASI

#### STUDENTS' PERCEPTION OF USING ENGLISH SONGS TO INCREASE THEIR MOTIVATION ON LEARNING ENGLISH AT SMAN 1 KOPANG

No	Indicator	Sub Indicators	Observation items	Yes	No	Description
1	Students enthusiasm for learning	Before the learning begins	Students look excited when the teacher informs learning using songs.	✓		when the teacher tells that this lesson uses songs, some students clap their hands in excitement.
			Students curiosity is high about the use of English songs that will be used.	✓		some students asked the teacher about what songs to use.
2		As learning progresses	Students pay attention to the teacher well	✓		students pay attention and obey all teacher commands
			Students look sleepy ,bored, or fall a sleep in the classroom when learning begins.		✓	students look happy and enjoy the lesson when using songs.
			Students cannot be organized by teacher when learning using songs begin		✓	students focus when the song is played to listen the words spoken by the singer.
			Students sing along when learning using songs starts	✓		students sing along when the teacher has been complete.
3		Learning outcomes	Students enjoy learning English using songs.	✓		students were focused and quiet at the song played, and their curiosity about the "new song" spoken by the singer increased.

UNIVERSITAS ISLAM NEGERI  
M A T A R A M

Perpustakaan UIN Mataram

## Appendix 2 Documentation









Perpustakaan UIN Mataram



**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI MATARAM**  
**FAKULTAS TARBIYAH DAN KEGURUAN (FTK)**

Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116  
Website: [ftk.uinmataram.ac.id](http://ftk.uinmataram.ac.id) email: [ftk@uinmataram.ac.id](mailto:ftk@uinmataram.ac.id)

Nomor : 703/Un.12/FTK/SRIP/PP.00.9/06/2023

Mataram, 20 Juni 2023

Lampiran : 1 (Satu) Berkas Proposal

Perihal : **Permohonan Rekomendasi Penelitian**

Kepada:

Yth. **Kepala Bakesbangpol Lombok Tengah**

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Baiq Arita Damayanti  
NIM : 190107028  
Fakultas : Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Tujuan : Penelitian  
Lokasi Penelitian : SMAN 1 KOPANG, LOMBOK TENGAH  
Judul Skripsi : STUDENTS' PERCEPTION OF USING ENGLISH SONGS TO INCREASE THEIR MOTIVATION ON LEARNING ENGLISH AT SMAN 1 KOPANG

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

a.n. Dekan

Wakil Dekan Bidang Akademik,



**Dr. Saparudin, M.Ag**

**NIP. 197810152007011022**

Perpustakaan UIN Mataram



PEMERINTAH KABUPATEN LOMBOK TENGAH  
**BADAN KESATUAN BANGSA DAN POLITIK**  
Jalan. Raya Puyung Komplek Kantor Bupati Gedung A Lantai 1

**SURAT - REKOMENDASI**

Nomor : 070 / 384 / VI / R / BKBP / 2023.

**1. Dasar :**

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  - b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Unuversitas Islam Negeri Mataram, Provinsi Nusa Tenggara Barat, Nomor : 703/Un.12/FTK/SRIP/PP.00.9/06/2023, Tanggal, 20 Juni 2023.
- Perihal : Permohonan Rekomendasi Penelitian.

**2. Menimbang :**

Setelah mempelajari Surat/Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah dapat memberikan Rekomendasi Ijin Penelitian kepada :

Nama : **BAIQ ARITA DAMAYANTI**  
NIM/NIMKA : 190107028  
Alamat : Dusun Kopang I, RT/RW 3/1, Desa Kopang Rembiga, Kecamatan Kopang, Kabupaten Lombok Tengah Provinsi Nusa Tenggara Barat.  
HP. 081907457464  
Pekerjaan/Jurusan : Mahasiswa/Tadris Bahasa Inggris.  
Bidang/Judul/Kegiatan : **STUDENTS' PERCEPTION OF USING ENGLISH SONGS TO INCREASE THEIR MOTIVATION ON LEARNING ENGLISH AT SMAN 1 KOPANG .**  
Lokasi Penelitian : SMAN 1 Kopang , Kab. Lombok Tengah  
Jumlah Peserta : 1 (satu) orang.  
Lamanya : 1 (satu) bulan, dari tanggal 17 Juli s/d 17 Agustus 2023.  
Status Penelitian : Baru

**3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut:**

- a. Sebelum melakukan kegiatan Penelitian/Observasi agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Observasi dan menghentikan segala kegiatan.
- c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
- d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
- e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya.

Praya, 21 Juni 2023  
An. Kepala Badan Kesatuan Bangsa Dan  
Politik Kab. Lombok Tengah  
Kepala Bidang Politik & Ormas



**Tembusan disampaikan kepada Yth. :**

1. Bupati Kab. Lombok Tengah di Praya;
2. Camat Kopang, Kabupaten Lombok Tengah di Kopang.
3. Kepala SMAN 1 Kopang , Kab. Lombok Tengah di Kopang.
4. Yang Bersangkutan;
5. Arsip.



**PEMERINTAH PROVINSI NUSATENGARA BARAT  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 1 KOPANG**

Jl. Segara Anak 5A Kopang Lombok Tengah ☎ (0370)6156250 KodePos 83553  
Laman: [www.smansa-kopang.sch.id](http://www.smansa-kopang.sch.id) Surel: [sma\\_negeri1kopang@yahoo.co.id](mailto:sma_negeri1kopang@yahoo.co.id)

**SURAT KETERANGAN PENELITIAN**

Nomor. 421.3/219/SMA.KPG/2023

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kopang Kabupaten Lombok Tengah Provinsi Nusa Tenggara Barat menerangkan kepada:

Nama : Baiq Arita Damayanti  
NIM : 190107028  
Jurusan : Tadris Bahasa Inggris  
Prodi : S.1 Tadris Bahasa Inggris  
Tujuan : Pelaksanaan Penelitian Skripsi S.1  
Waktu Penelitian : 17 Juli s.d 17 Agustus 2023

Bahwa memang benar yang bersangkutan telah melaksanakan penelitian di SMA Negeri 1 Kopang, pada Bulan: Juli s.d. Agustus 2023. Dengan judul tugas akhir “ **Students Perception Of Using English Songs To Increase Their Motivation On Learning English At SMAN I Kopang di SMAN I Kopang**”.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.



Kopang, 16 September 2023  
Kepala SMAN I Kopang,

SRY ARI  
MIATI, S.Pd. M.Pd.  
NIP. 197401191997022001



## UPT PERPUSTAKAAN UIN MATARAM Plagiarism Checker Certificate

No:2774/Un.12/Perpus/sertifikat/PC/09/2023

Sertifikat Ini Diberikan Kepada :

**BAIQ ARITA DAMAYANTI**

190107028

FTK/TBI

Dengan Judul SKRIPSI

STUDENTS' PERCEPTION OF USING ENGLISH SONGS TO INCREASE THEIR MOTIVATION  
ON LEARNING ENGLISH AT SMAN 1 KOPANG

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

**Similarity Found : 8 %**

Submission Date : 21/09/2023



UPT Perpustakaan  
UIN Mataram  
M. Hum  
197808282006042001



## UPT PERPUSTAKAAN UIN MATARAM Sertifikat Bebas Pinjam

No:2352/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

**BAIQ ARITA DAMAYANTI**

190107028

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini  
dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun  
masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.

Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



UPT Perpustakaan  
UIN Mataram  
M. Hum  
197808282006042001