STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH SONG-BASED LANGUAGE LEARNING FOR THE STUDENTS OF SECONDARY LEVEL

THESIS

By:

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KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STUDIES AND LANGUAGE DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM
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Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirement to obtain
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Faculty of Tarbiyah and Teacher Training
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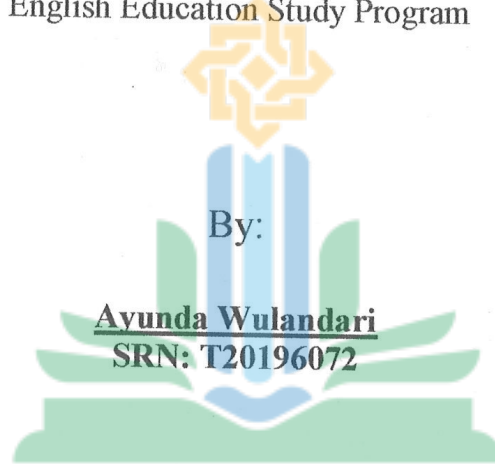English Education Study Program

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STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH SONG BASED LANGUAGE LEARNING FOR THE STUDENTS OF SECONDARY LEVEL

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It has been examined and approved by the board of examiners
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| Chairman	Secretary
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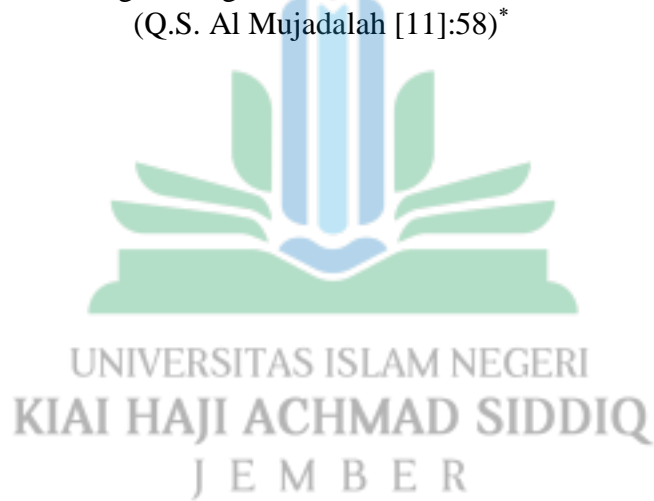
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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ

لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ

دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

O ye who believe! when it is said unto you, Make room! in assemblies, then make
room; Allah will make way for you (hereafter). And when it is said, Come up
higher! go up higher; Allah will exalt those who believe among you, and those
who have knowledge, to high ranks. Allah is Informed of what ye do.
(Q.S. Al Mujadalah [11]:58)[*]

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[*]https://ayatalquran.net/2015/02/surah-al-mujaadalah-thepleadingwoman-terjemah-bahasa-inggris/

DEDICATION

With gratitude to Allah SWT, sholawat and salam always to pour out to our Prophet Muhammad SAW for the completion of this thesis with enthusiasm in the process of making it and sincerely from the deepest heart. for me, I do proud to another part of myself to dedicate this thesis for:

1. My lovely father Supadi and my beloved mother Asluhah, I dedicate this thesis and I would like to thank you endlessly for always pray for me, encourage, support me and motivate me in study. You are real proof of humans who are reluctant to leave me, even though your condition is not fine.

2. To my beloved brother Rio Effendi, I dedicate this thesis to him who has given encouragement and hopefully we will become children who make both parents proud.

3. I dedicate this thesis to all of my classmate in TBI 2 who have learned together through education for these four years.

4. For those who helped to conduct this research which may not be mentioned one by one.

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ABSTRACT

Ayunda Wulandari, 2023: *Students' Motivation In Learning Englishthrough Song-Based Language Learning for The Students of Secondary Level.*

Key words: Song-Based Language Learning, Students' Motivation

Recently, researchers have shown an escalate interest in research on strategies used by teacher at school. The importance of the strategies used by teacher in the language learning process to make it easy for students to understand in learning English. One of these strategies is Song-Based Language Learning. A song is a short piece of music combining melody and vocals which is included in the learning strategy. Data from several studies suggest that the use of song-based language learning strategy can increase gaining vocabulary. However, the previous studies do not deal with students' motivation. Students' motivation is important because it supports them during learning to take place well, and here students' motivation is attached to internal factors and external factors in act of students.

This research aimed to describe: 1) students' motivation in learning English through song-based language learning for the students of secondary level in point internal factors motivation and external factors motivation, and 2) To know the teacher's perception of using song-based language learning strategy to escalate students' motivation in learning English.

This research conducted qualitative research and the type of this research is case study research. To obtain the data of the research, the data collection technique used in this research were observation, interview and documentation. This research used data analysis developed by Miles, Huberman and saldana. There were data condensation, data display, and conclusion drawing. This research was conducted in class VII A at SMP Negeri 8 Jember in academic year 2023-2024 which contains 32 students in this class.

Based on the research result obtained from observation, interview and documentation, the researcher concluded that Song-based language learning strategies were able to make students enthusiastic about following lessons, had a sense of curiosity, enjoyed the lesson happily, and did their assignments seriously. On the other hand, the teacher also felt that this learning strategy was quite helpful in organizing and conditioning the class to be orderly and enjoyable. The teacher also stated that this strategy was able to escalate students' enthusiasm for learning. Therefore, the use of song-based language learning strategy can escalate students' motivation in learning English.

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In the Name of Allah, the most Gracious, the most Merciful. All praises be to Allah, king of the king, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of his graciousness and mercifulness, the writer can write well. The writer realizes and feels very sure that without His mercy and guidance, it would be possible for herself to finish the thesis.

Praise and salutation upon our prophet Muhammad SAW who had brought us to the path of light from the darkness in this life. The best messenger for people all over the world, peace be upon him, his families, his companions, and his followers.

In this opportunity, the writer herewith would like to express her profound gratitude, more than she can express, to;

1. Prof. Dr. H. Hepni, S.Ag., MM. as the rector of state Islamic university of Kiai Haji Achmad Siddiq jember who has provided all campus facilities and activities in this collage.

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Finally, all the good help that you all given to the author received a good reply from God. This is the best thesis that can writer delivered. The writer will accept gratefully every comment and suggestion.

Jember, November 23rd, 2023
The researcher

Ayunda Wulandari
SRN. T20196072

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CHAPTER I

INTRODUCTION

A. Research Background

Recently, researchers have shown an escalate interest in research on strategies used by teacher at school. The importance of the strategies used by teacher in the language learning process to make it easy students understand in learning English[1]. Moreover, the use of these strategies can help students improve their abilities. Some previous studies have used various types of strategies to improve students' abilities. One of these strategies used by previous research is song based language learning.

Learning English through song is one of the best strategies to help pupils focus on the subject.[2] As we know that music has numerous benefits in our lives. If used properly music may create an engaging and comfortable atmosphere wherever due to a song has a range of new words and phrases with many different themes, so the students can learn some vocabularies, rhyming language, and grammatical structures that relate to any topic.

One of the several studies by Ayotte (2004) have shown that using songs to teach different aspects of a language can help the process of language learning in the classroom.[3] Furthermore, Zhang, Wang and Wu (2011) have

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[1] Griffiths Carol, 'Language Learning Strategies: Theory and Research', *Occasional Paper No. 1,* (2004).

[2] Etty Pratiwi, 'Using Song to Enhance Learning in English The Classroom', *Journal of Chemical Information and Modeling*, 53.9 (2018), 1689–99 <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/download/1935/1750>.

[3] Ayotte, S. B. The acquisition of verb forms through song. Dissertation Abstracts International, A: The Humanities and Social Sciences, 65(9), (2004), 3356-A.

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been undertaken on the effects of songs on the process of brain activity, during the learning process, and the findings showed that melody and music can project the process of language learning in particular, and learning in general.[4] Eventually, various studies on the utilization of song-based language learning methodologies for learning English have been undertaken.

Nowadays, the implementation of education in Indonesia cannot be separated from a number of issues. One of which is regarding student' learning motivation. Purnama et al (2019) found that one of the most crucial components of the learning process and the basis for academic achievement is motivation.[5] Hayikaleng, Nair and Krishnasamy (2016) also shown that students' motivation is seen to be a key factor in their success in learning English.[6] Moreover, one of the key tenets of effective education is encouraging student motivation.[7] Therefore, from these three findings it can be concluded that student motivation is very closely related to the continuity of the student learning process.

Motivation is a convenient way of discussing a notion that is often seen as a significant human feature but is also enormously complex.[8] Motivation is concerned with responsible for both the decision to take a particular action and

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[4] Zhang,Y, Wang, S, & Wu, L. Huo, S. Multi-channel diffusion tensor image registration via adaptive chaotic PSO. Journal of Computers, 6 (4), (2011), pp. 825-829.

[5] Neng Aprilia Purnama, Neng Sri Rahayu, and Rasi Yugafiati, 'Students' Motivation in Learning English', *PROJECT (Professional Journal of English Education)*, 2.4 (2019), 539 <https://doi.org/10.22460/project.v2i4.p539-544>.

[6] Nuramah Hayikaleng, Subadrah Madhawa Nair, and Hariharan N Krishnasamy, 'Thai Students' Motivation on English Reading Comprehension', *International Journal of Education and Research*, 4.6 (2016), 477–86.

[7] Kyong-Jee Kim and Theodore W Frick, 'Changes in Student Motivation during Online Learning', *Journal of Educational Computing Research*, 44.1 (2011), 1–23.

[8] Syifa S. Mukrimaa and others, *Motivational Strategies in the Language Classtoom*, *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 2016, VI.

the effort and tenacity put out in doing so. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Therefore, motivation explains why people decide to accomplish something, how hard they will work to achieve it, and how long they are willing to engage in the activity.

There are two types of motivation in general, namely intrinsic and extrinsic motivations.[9] Intrinsic motivation emerges from the inside, making them do something because they find enjoyable, while extrinsic motivation occurs when the students do something because of rewards or to avoid punishments, such as studying because of a good grade, or to win a certain tournament.[10] Thus, students will be motivated when there is encouragement from intrinsic or extrinsic factors.

In the current study, many teachers less attention to student learning motivation, because most learning models teachers use during the learning process are using conventional ones. In applying this model, teachers tend to be more active in front of the class with the lecture method in delivering learning material, while students only listen and take notes in things or materials that considered important.

As we know about the technicalities of the lecture method, the teacher will be in front of the class to deliver the subject matter. At the same time, student will be silent, listening, and taking notes on some things they consider important. Sometimes, the activity in this method are accompanied by

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[9] FR Agustina and MFN Humairoh, 'MOTIVATING STUDENTS TO SPEAK USING TEAM-GAME-TOURNAMENT (TGT)', 3.1 (2020).

[10] Agustina and Humairoh.

questions and answers and discussions. In this kind of learning, the classroom atmosphere tends to be 'teacher-centered', so students tend to be passive because they only listen to the teacher. Students will more quickly feel bored of such a learning process. This learning method could also impact students' language skills which will show little improvement.

From the explanation above, previous studies regarding the implementation of Song-Based Language Learning have not dealt with students' motivation. Hence, to fill this gap, this research is aimed to describe students' motivation in learning English through song-based language learning strategy at the first grade of junior high school. Thus, this research is the uniqueness as well as renewal of this research.

B. Research Questions

Based on the research background above, the researcher formulated the following research questions that will answer in the result of this research:

1. How is the students' motivation in learning English through song-based language learning strategy?

2. How is the teacher's perception of using song-based language learning strategy to escalate students' motivation?

C. Research Objective

Based on the research questions above, the research objectives of this research are formulated as follows:

1. To describe students' motivation in learning English through song-based language learning strategy for the students of secondary level.

2. To know the teacher's perception of using song-based language learning strategy.

D. Research Significances

The result of this research is to give some theoretical and practical knowledge for the following parties:

1. Theoretical Significance

Theoretically, based on the formulation of the problem and research objective, the theoretical significances of research exist expected to inform the readers. These theoretical can provide general knowledge about the learning process using song-based language learning strategy, and expected to be used as a reference to increase students' enthusiasm and motivation in learning English through song-based language learning strategy.

2. Practical Significance

a. For English Teacher

The result of this study is expected to give information about learning strategies that can be used in managing the learning process and inputs to the English teacher and also to provide teacher with new knowledge about students' motivation in learning English through song-based language learning strategy.

b. For Students of English Education Department

Hopefully, this research can contributes and can be used as reference material for all students of English Department to investigate and explore further information on a subject is pertinent to this study.

c. For Future Researcher

The result of this research is expected to use as a reference for future researcher to know about students' motivation in learning English through song-based language learning strategy and can develop them better.

E. Definition of Key Term

The definition of key terms is about understanding important terms that become the point in the research title. the aim of it is to avoid misunderstanding toward interpreting contents that the researcher means. To clarify the key term in this research, some definitions are as follows:

1. Students' Motivation

Motivation is an abstract, hypothetical concept that use to explain why people think and behave as they do.[11] In this study, students' motivation refers to a student's proclivity to engage in learning activities that is motivated by a desire to obtain the best potential achievements or learning outcomes. Motivation to learn is critical, particularly in the teaching and learning process for students. Thus, several indicators can be used to determine students' motivation to learn English, such as being

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[11] Dornyei Zoltan, *Motivational Strategies in The Language Classroom,* Cambridge Language Teaching Library, (2001).

diligent in doing assignments, being tough in facing difficulties, showing interest in facing problems, enjoying working independently, not getting bored easily with routine tasks, being able to defend one's opinion, not easily letting go of what he believes, enjoy, look for, and solve problems.

2. Songs-Based Language Learning

English songs for the students are often easy and simple topic that they like most to learn and the students will learn song by hearing it many times, maybe memorization occurs via repetition. Furthermore, teaching English through songs is one of the finest ways to help pupils focus on the subject. Because a song has a range of new words and phrases with many different themes, kids can acquire some items of vocabulary, language rhyming, and grammatical structures that relate to any topic.

The basic definition of the song is a little piece of music with words that combines melody and vocals. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses, or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward.

In general, the song is art, which means that it is a sound that is accepted by the individual by difference results depending on its history, location, culture, and person interesting. If the listener put all their

attention on the song, they automatically can catch what the singer is trying to express the meaning.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

This part present a review of related literature. It consist of previous research and theoretical framework

1. Previous Studies

In this research, the researcher going to mention the previous study related with this topic. There are some previous studies related to this study. The first study is journal by Muhamad Sofian Hadi (2019) entitled "The Use of Song in Teaching English for Junior High School Student". Based on document data, the results of the study indicate that The use of song in teaching English for Junior High School students succeed in improving the students' score from pre-cycle till the last cycle of the research process.[12] This research is conducted by using classroom action research (CAR) with 4 cycle and success in the last cycle.

The second study is journal by Paola X. Romero (2017) entitled "Teaching and Learning English through Songs: A Literature Review". The result of this research shown that song strategy can increase gaining vocabulary.[13] This research is conducted by using quantitative research design. The data collection technique use pre-test and post-test to know that song strategy can increase gaining vocabulary.

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[12] Hadi S. Sofyan., "The Use of Song in Teaching English for Junior High School Student"., (2019).

[13] Romero X. Paola., "The result of this research shown that song strategy can increase gaining vocabulary"., (2017)

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The third study is thesis by David E. Shaffer (2014) entitled "The Effectiveness of Song-Based EFL Instruction at The Tertiary Level". The result of this study show that the use of a song in a lesson is more effective than the introduction of the lyrics in the absence of the song. The test scores also indicated that the song group outperformed the lyrics group.[14] This research is conducted by using quantitative research design and use two class as the research subject namely control class and experiment class.

The fourth study is journal by Friderika Anna Gerda Tegge (2015) entitled "Investigating Song-based Language Teaching and Its Effect of Lexical Learning". The result of this study is quasai-experiment investigated the effect of song to increase students vocabulary mastery.[15] This research is conducted by using quantitative research design. This research tries to find the effect of song strategies to increase vocabulary mastery.

The last study is journal by Etty Pratiwi (2018) entitled "Using Song To Enhance Learning in EnglishThe Clasrom". Learning through song can be recommended for teachers to enchance learning English. Because of learning through song will make the atmosphere in the classroom more comfortable to learn English and easily understandable.[16]

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[14] Shaffer E. David., "The Effectiveness of Song-Based EFL Instruction at The Tertiary Level",. (2014)

[15] Tegge G. A. Friderika., "Investigating Song-based Language Teaching and Its Effect of Lexical Learning., (2015).

[16] Pratiwi Etty,. "Using Song To Enhance Learning in EnglishThe Clasrom",. (2018).

This research is conducted by using qualitative research design and focus

to enchance learning English.

No	Research Title	Similarities	Differences	Result
(1)	(2)	(3)	(4)	(5)
1.	Muhamad Sofian Hadi (2019) entitled "The Use of Song in Teaching English for Junior High School Student"	• Both kind of the research use song in strategy	• The previous research used a Classroom Action Research (CAR) with the qualitative pradigma • The previous research using song focus to improve English teaching.	The use of song in teaching English for Junior High School students succeed in improving the students' score from pre-cycle till the last cycle of the research process
2.	Paola X. Romero (2017) entitled "Teaching and Learning English through Songs: A Literature Review"	• Both kind of the research used song in learning English • Both kind of the research involve English teacher and students as research subject	• The previous research used a quantitative research design • The previous research subject focus on senior high school	The result of this research shown that song strategy can increase gaining vocabulary
3.	David E. Shaffer (2014) entitled "The Effectiveness of Song-Based EFL Instruction at The Tertiary Level"	• Both kind of the research use song in strategy	• The previous research used a quantitative research design	The result of this study show that the use of a song in a lesson is more effective than the introduction of the lyrics in the absence of the song. The

				test scores also indicated that the song group outperformed the lyrics group
4.	Friderika Anna Gerda Tegge (2015) entitled "Investigating Song-based Language Teaching and Its Effect of Lexical Learning"	• Both kind of the research use song in strategy	• The previous research used a quantitative research design	The result of this study is quasai-experiment investigated the effect of song to increase students vocabulary mastery
5.	Etty Pratiwi (2018) entitled "Using Song To Enhance Learning in EnglishThe Clasrom"	• Both kind of the research use a qualitative research methode • Both kind of the research use song in strategy	• The previous research focus to improve understanding of students grammar	Learning through song can be recommended for teachers to enchance learning English. Because of learning through song will make the atmosphere in the classroom more comfortable to learn English and easily understandable

Based on the table above, all studies proved similarities and differences with the research and each researchers have their own ways to analyze their research. Thus, the researcher interested to proposing a thesis entitled Students' Motivation in Learning English Through Song Based

Language Learning for The Students of Secondary Level. This is the uniqueness as well as renewal of this research.

B. Theoretical Framework

1. Students' Motivation

   a. Definition of Motivation

   Motivation is an abstract, hypothetical concept that use to explain why people think and behave as they do.[17] Motivation is essential in inspiring someone to achieve something positive. Motivation is an essential component of any training program. Motivation fosters students' passion and curiosity about the learning process and ensures that the material delivered is simple for them to grasp. Motivation is a process that starts with a psychological urge to encourage a specific behavior. When we inspire ourselves or others, we create incentives to initiate or discontinue behavior. Motivation, on the other hand, is a state of mind that motivates a person to achieve something. Learning motivation is a psychological state that enhances learning.

   Student motivation is a necessary condition for high-quality education. How can you tell if your students are engaged? They are alert and soon begin working on things, asking questions and responding spontaneously. They appear to be cheerful and energetic. If a student demonstrated a positive attitude during the learning process,

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   [17] Dornyei Zoltan, *Motivational Strategies in The Language Classroom,* Cambridge Language Teaching Library, (2001).

it might be argued that the learner was motivated. Motivation is a method of generating a high degree of passion for achieving organizational goals, and it is achieved by satisfying an individual need. In other words, motivation is the process of causing a person to act in accordance with his needs in order to reach a desired goal.

Motivation is an early step in the learning process that must be strengthened, because pupils will not want to learn if they are not motivated. Motivation serves numerous purposes, including: 1) Activate and encourage pupils' interest and attention. 2) Focus your child's attention on specific tasks relevant to meeting learning objectives. 3) Assists in meeting short-term and long-term performance requirements.

Based on the preceding explanations, it is possible to conclude that motivation is an urge that develops a process or action conducted by someone in order to reach a specific objective.

b. Kind of Motivation

Motivation can be divided into several categories. Some of the most common ways to categorize motivation are listed below. There are two types of motivation: internal motivation and extrinsic motivation.[18]

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[18] Dornyei Zoltan, *Motivational Strategies in The Language Classroom,* Cambridge Language Teaching Library, (2001).

1. Internal Factors

   Internal motivation is the desire to work in the absence of external stimulus. This intrinsic motivation emerges because a person has the following consciousness, such as the emergence of interest, physical condition, and feelings of enjoyment in activities.

   1) Intrinsic interest of activity

      a) Arousal of curiosity

      b) Optimal degree of challenge

   2) Perceived value of activity

      a) Personal relevance

      b) Anticipated value of outcomes

      c) Intrinsic value attributed to the activity

   3) Sense of agency

      a) Locus of causality

      b) Locus of control re: process and outcomes

      c) Ability to set appropriate goals

   4) Mastery

      a) Feelings of competence

      b) Awareness of developing skills and mastery in a chosen area

      c) Self-efficacy

5) Self-concept

    a) Realistic awareness of personal strength and weaknesses in skills required

    b) Personal definitions and judgments of success and failure

    c) Self-worth concern

    d) Learned helplessness

6) Attitudes

    a) To language learning in general

    b) To the target language

    c) To the target language community and culture

7) Other affective states

    a) Confidence

    b) Anxiety, fear

8) Developmental age and stage

9) Gender

2. External Factors

1) Significant others

    a) Parents

    b) Teachers

    c) Peers

2) The nature of interaction with significant others

    a) Mediated learning experiences

    b) The nature and amount of feedback

c) Rewards

d) The nature and amount of appropriate praise

e) Punishment, sanctions

3) The learning environment

a) Comfort

b) Resources

c) Time of day, week, year

d) Size of class and school

e) Class and school ethos

f) The broad context

g) Wider family networks

h) The local education system

i) Conflicting interests

j) Cultural norms

k) Societal expectation and attitudes

2. Song-Based Language Learning

a. The Definition of Song

A song is a short piece of music, usually with words. It combines melody and vocals.[19] The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses, or

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[19] Murphey, T. *Music and song*. Oxford, England: Oxford University Press, (1992).

a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward.

Culturally, song is the most interesting and enriching medium very simple strategy used in language learning. According to Griffee, the word "song" refers to a piece of music that contains lyrics, a particularly popular song like the one people often hear on the radio.[20] In his other statement, in general, a The song has two unique elements: lines. ; speeches and poems. The reason is that singing and speech are given vocal and linguistic meaning by their melodies.

The explanation above has shown that a song is a musical composition of words, verses or poems conveyed by voice modulation to describe someone's feelings. We can see around us many people crying because of strong emotions when listening to a certain song, the song has a particularly deep meaning associated with the listener's current mood.

That statement is supported by Hariyanto that a song is composed by a musician to convey the meaning that the writer wants to say. This means that the musician tells the listener about the different messages he wants to convey, this can be attachment to others, an adjustment to relationships with others.[21]

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[20] Date T. Griffe, Songs in Action, (New York: Prentice Hall International, 1992).

[21] Hariyanto. (2017). The Analysis of Figurative Language used in the Lyrics of Firework by Katy Perry (A Study of Semantics). English Education: Jurnal Tadris Bahasa Inggris, 10(1), 46–60.

As Harmer stated, music is a powerful motivator for appropriate student motivation. Since it directly addresses each of their emotions with their minds.[22]

b. Function of Song

Lo and Li believe that songs are an invaluable means to improve students' speaking, reading, writing and listening abilities. It can be used to teach certain types of linguistic terms, such as sentence patterns, vocabulary memorization, how to pronounce a word, parts of speech such as adjectives and adverbs.[23]

In another statement, Weda "Teaching English with songs brings many benefits, especially for young learners, one of these benefits is that students will feel more comfortable and thus bring There will be a happy atmosphere in class and your English skills will improve."[24]

Sharing the same view, Lo and Li also affirmed that learning Through song, they can bring various benefits in promoting English. Therefore, they believe that the benefits of songs will arouse students' interest and increase their participation.[25]

According to the opinions of the above experts, the use of songs has more than two functions, whether linguistic, psychological,

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[22] https://text-id.123dok.com. Definition of a Song Elements of Songs. Access 2022, October .

[23] R. Lo & H.C. Li, Songs Enhance Learner Involvement, English Teaching Forum, 1998.

[24] Sukardi Weda, Songs Enhance Young Learners' Involvement in Learning English, 2009.

[25] R. Lo & H.C. Li, Songs Enhance Learner Involvement, English Teaching Forum, 1998.

cognitive and socio-cultural, because songs are not only used to create joy. fun for students but also for teaching English. , which greatly contributes to improving vocabulary. On the other hand, a song with simple lyrics can help. develop students' English skills.

c. The Advantage of Song in Teaching and Learning Process

There are seven advantages of using song in language classroom,[26] as follows;

1) Songs and music can be used to help students relax and create a comfortable classroom atmosphere.

2) The song includes examples of everyday conversation, meaning that its natural language compared to the pseudo-language of many textbooks makes it possible to use typed language.

3) Each song is a cultural capsule containing a piece of social information that has many cultural inputs.

4) Songs can be used as text in the same way as a poem, short story, novel, or any other piece of source material.

5) Both song and music as complement, means it can be used to complete a textbook or put as the text itself.

6) The song has many connections, attracting students' interest.

7) Students can understand different accents

Another benefit of song that relates to learning process in various aspects, as follows;[27]

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[26] Murphey, T. *Music and song*. Oxford, England: Oxford University Press, (1992).

1) It can be a basic of conversation

2) This is especially suitable for introducing vocabulary because the song provides meaningful context for it.

3) It provides a natural accommodation for the most common structures such as verbs, tenses and prepositions.

4) It can be adapted for another language to teach and practice certain skills.

5) It can used to the practice format and memory storage.

On the other hand, Lucas considered the music and songs very interesting and very closely related to the students' learning styles.[28] This means that students absorb and process information in different ways. Some students learn by seeing, others learn by listening and doing something. So this may be due to the variety of teaching methods.

When there is a conflict between the students' learning style and the classroom instructor's teaching style, they may become bored, discouraged, or hopeless about the course. In this situation, listening to songs takes advantage of students' different learning styles, and by doing activities with songs, students can practice the language at will.

In addition, from the opinion of Orlova, she stated six advantages for working in class with songs:

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[27] Dale T. Griffe, Song in Action, (New York: Prentice Hall International , 1922).

[28] Lucas, George. (2015). "Multiple Intelligences: Digging Deeper". © 2017 George Lucas Educational Foundation. Retrieved from: https://www.edutopia.org/yourmultipleintelligences

1) Practice the rhythm, stress and intonation of English songs.

2) Teaching vocabulary, especially at the vocabulary consolidation stage.

3) To teach grammar. In this context, when teachers study the use of tenses, songs are given particular priority.

4) Learn to speak. To this end, key songs and lyrics are used to promote classroom discussions.

5) To learn how to listen. Here the use of music can be helpful in understanding English skills.

6) Develop writing skills as songs can be used in many different ways; like speculating what will happen to the characters in the future, writing messages for the main character, etc.

From the above statement, we can see that songs and music are evidence of culture and have been used in the classroom in many ways and for different reasons, songs create an enjoyable learning atmosphere taste for students.

Overall, songs can affect the listener's emotions. Some people shed tears and aroused strong emotions through the song. Additionally, it becomes very emotional to a person, time or place.

3. English Learning

English language learning is one of the talents that is today required to advance both nationally and internationally. English is the world's linking language; practically everyone knows it, both as a novice and as a

native speaker.[29] Listening, speaking, reading, and writing are the four language components that are used to English language learning. Learning the four abilities can give a foundation for students to be able to communicate and utilize English in their lives.[30]

To ensure that the English learning process is accepted by all students, educators must be able to demonstrate fun interactions so that the classroom atmosphere is comfortable. This includes using appropriate teaching methods and techniques, as well as being able to read the changing atmosphere of the class.[31] Students may become bored during the learning process; this is when educators' roles in classroom management come into play, so that motivated students remain excited about the learning process until the end of the course.

The material offered while learning English is often separated into four subjects: listening, speaking, reading, and writing. The issue here is how students grasp the explanatory information when the teacher explains it in English, hence this research focuses on increasing and mastering the students' English vocabulary.

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[29] Ratminingsih, N. M., "English Language Learning Methods and Strategies" (Depok: PT Rajagrapindo Persada,2017)

[30] H. Usman., Utami, & O. Fajarianto, "Model of English Teaching Materials for Elementary Schools Based on Contextual Approaches", (Jurnal Teknologi Pendidikan,2019) 21(3), 232.

[31] Pullias. Earl V & Jamas D. Young, "A Teacher is Many Things", (Indiana:University Press, 1997).

CHAPTER III

RESEARCH METHOD

In this research present about research approach and research design, research location, research subject, data collection technique which contains observation, interview and documentation. Then data analysis, validity data and research procedures.

A. Research Approach and Research Design

The research approach that used in this research is qualitative research approach, because it focuses on the personal, subjective, and experiential foundations of knowledge and activity, and qualitative research is humanistic. Qualitative research occurs in a natural setting where human's habitual actions and events occurs.[32] The research strategy is a scientific method of acquiring data, purpose, and applications. Thus, this research focused on Students' motivation in learning English through song-based language learning for the students of secondary level. Than the result of this research was provided in the form of description.

According to Bogdan and Biklen, qualitative research data is "soft," that is, it is rich in descriptions of people, places, and conversations and cannot be simply handled by statistical processes.[33] According to Lodico, Spaulding, and Voegtle, qualitative research delivers data in the form of a

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[32] John W. Creswell and J. David Cresswell, *Research Design: Qualitative , Quantitative, and Mixed Methods Approach,* (London: Sage Publications, 2017).

[33] Robert C. Bogdan & Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods,* third edition, (Boston: Ally and Bacon, 1998).

story (using words rather than numbers) in this study.[34] Furthermore, according to Donald Ary et al., qualitative research aims to comprehend a phenomenon by concentrating on the whole picture rather than dissecting it into individual variables. Instead of a quantitative study of data, the aim of qualitative research is to provide a comprehensive picture and depth of knowledge.[35] So, the result of this study was provided in description form.

The qualitative research approach, also known as descriptive research, was applied in this study. Type of this research is case study research. Case studies focus on the development of an individual unit, such as a person or community, in connection to their environment. According to Stake, a case study should be able to capture the complexity of a single example, a single leaf, or even a single toothpick.[36]

B. **Research Location**

This research was conducted in SMP Negeri 8 Jember, which is located in Tegal Besar sub-district, Jember district. This study included VII A students from SMPN 8 JEMBER. The following are the reasons why the researcher chose this location: 1) The author observed students' interest and motivation while the English learning process was still inadequate based on her experience teaching during PLP. They converse a lot with their buddies, and some students even excuse themselves to the restroom when they are

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[34] Marguerite G. Lodico, Dean T. Spaulding, and Katherin H. Voegtle, *Methods in Educational Reseach: from Theory to Practice,* (San Fransisco: Jossey-Bass, 2010), 264.

[35] Donal Ary Jacobs, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introction to Research in Education., 8th Edition,* (Belmont USA: Wadsworth, 2010), 29.

[36] Robert E. Stake, *The art of Case Study Research,* (London: Sage Publications, 1995).

perplexed about the content. 2) Students' lack of expertise in vocabulary comprehension makes them less motivated to learn English.

C. Research Subject

Research subject is the subjects that will be used to collect the data as data source and the result of this data source where it is related with the focus of this research. The description includes what data you want to obtain, who wants to be an informant or research subject, and how the data will be searched and captured to guarantee its validity.

The subject of the research were:

1. The English teacher is Ms. Putri who taught in SMPN 8 Jember and she is an English teacher in VII A

2. The students of VII A SMP Negeri 8 Jember

D. Data Collection Technique

Researcher utilize data collection techniques to obtain research data from the source. The data gathering technique is required here since it will be used to prepare research instruments. The following are the data collection strategies that researcher employed:

1. Observation

The act of completely focusing on the sensory study item is known as observation. The researcher observed the people and their activities at the research site and made field notes about them. Additionally, it can

generate statistics to confirm or refute information shared during face-to-face encounters.[37]

Participatory observation is the method of observation used by the researcher. In this situation, the researcher will take up residence within the subject under investigation.

2. Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide.[38] Interview data collection methods can be conducted in person or over the phone, and they can be structured or unstructured. There are three different sorts of interviews: semi-structured, unstructured, and structured.

Semi-structured interviews were used by the researcher. Compared to structured interviews, this interview's execution is more flexible. This kind of interview asks participants for their opinions and ideas in order to decide the issue in a more direct manner. The researcher took notes and recorded the conversation to capture the information. The interview was conducted in Indonesian and then translated into English.

3. Documentation

Documentation, also known as document review, is a method of data collection that involves gathering and examining documents,

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[37] Beverly Hancock, Elizabeth Ockleford, Kate Windridge, *An Introduction to Qualitative Research,* (Nottingham: The NIHR, 2009, 18.

[38] Moh. Nazir, *Metode Penelitian,* (Jakarta: Ghalia Indonesia, 1993).

including written, visual, and electronic ones.[39] Prior to the study, participants typically created records for the public domain, their own writing, or instructional materials.[40] The recordings, photos, and texts are also used as documentation. Additionally, the documentation enabled the researcher to include supporting data. The data collected were:

a. Profile of SMP Negeri 8 Jember

b. Lesson plan

c. Pictures and recording during observation

d. Recording of interview result with the informants

E. Data Analysis Technique

Data analysis is the act of methodically locating and compiling data from observations, interviews, and documents, as well as drawing conclusions that are clear to both the person doing the analysis and anybody else reading it.[41] Data analysis tools created by Miles, Huberman, and Saldana were employed in this study. When conducting data analysis for qualitative research, there are three steps. These included condensing the data, displaying the data, and drawing conclusions.[42]

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[39] Suharsimi Arukinto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2006), 223.

[40] M. G. Lodico, D. T. Spaulding, K. H. Voegetle, *Methods in Educational Research: from Theory to Practice,* (San Fransisco: Josey-Bass, 2010).

[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2015).

[42] Matthew B. Miles, A. Michael Hurberman, Johny Saldana, *Qualitative Data Analysis 3rd edition,* (United States of America: SAGE Punlications inc, 2014).

1. Condensation Data

    Data condensation is the process of focusing, simplifying, abstracting, and altering the data found in the written-up field notes, interview transcripts, documents, and other empirical materials that make up the whole corpus (body).[43] Data condensation is a process that helps the researcher select, summarize, and concentrate on participant-provided data. In order to find the related phrases in this research, the researcher first employed data condensation by sorting through, categorizing, and creating abstractions from filed notes, interviews, and document reviews.

2. Data Display

    According to Miles, Huberman and Saldana stated that "A display is an organized, compressed assembly of information that allows conclusion drawing and action."[44] In qualitative research, descriptions were used to present the data. In this instance, the data is sorted so that it may be easily comprehended and prepared for further research. It is also arranged in a relationship pattern. The data display used in this study was an exhaustive review of pertinent data regarding Students' motivation in learning English through song-based language learning for the first-graders of SMPN 8 Jember.

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[43] Matthew B. Miles, A. Michael Hurberman, Johny Saldana, *Qualitative Data Analysis 3rd edition,* (United States of America: SAGE Punlications inc, 2014).

[44] Matthew B. Miles, A. Michael Hurberman, Johny Saldana, *Qualitative Data Analysis 3rd edition,* (United States of America: SAGE Punlications inc, 2014).

3. Conclusion Drawing

In this stage, the researcher identified the outcomes of the observation, interview, and identified documents in this stage. The conclusion would only be valid for the next data collection, and it would be revised if there was insufficient evidence to support it. As a result, the result was a reliable conclusion.

F. Validity of Data

Validity is the significant consideration in developing and evaluating measuring instruments. Validity as extent to which an instrument measured what it claimed to measure.[45] In qualitative, validity the data used triangulation. In this research, the validity of data on triangulation is divided into two ways; triangulation of data source and triangulation of technique.[46] Triangulation of data sources was assessed to the credibility of the data that checking the data obtained to several sources involved in person, place, time, etc. While the triangulation of technique was assessed to the credibility of data that checking the same data by various methods. It can involved in interview, observation and documents review.

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[45] Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225.

[46] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, Qualitative Data Analysis: a methods sourcebook; third edition (London: Sage Publications), 2014, 266.

G. Research Prosedure

This section describes the researcher's strategy for conducting research, from preliminary work to design development to the actual study and report writing.[47] The following are the steps that this study took:

1. Pre-field stage

The pre-field stage is the stage that is carried out before conducting the research. The activities in the pre-field stage are:

a. Develop research design

In compiling this plan, the researcher establishes the following: the study's title, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the strategy used.

b. Choosing research fields

Before conducting research, the researcher must first choose the research field. The chosen research field is SMPN 8 Jember.

c. Permit processing

Before conducting research, the researcher needed permission in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember as a research permit application submitted to SMPN 8 Jember.

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[47] Tim Penyusun, *Pedoman Karya Tulis Ilmiah IAIN Jember,* (Jember: IAIN Jember Press, 2021).

d. Assess the state of the field

After being given permission, the researcher began to explore and assess the field to know better the background of the research object and all the circumstances to be studied, intending to make it easier for researchers to dig up data.

e. Prepare research instrument

After all, is done, the researcher prepares the equipment needed in the study before plunging into the field, including preparing the list of questions for interviews, making observation sheets, notebooks, papers, etc.

2. Fieldwork Stage

After all, preparations are considered mature, and the next step is to carry out research. Activities that will be carried out in this Stage include:

a. Data collection

The researcher collects the data with a predetermined schedule using observation, interview, and documentation techniques.

b. Data processing

Processing data from the result of data collection is intended to facilitate data analysis.

c. Data analysis

After all the data is collected, analyze the whole data with qualitative analysis techniques by presenting an overview of obtained

data during data collection—the result of the analysis described in the data exposure and research findings.

3. Reporting Stage

After the data was carried out and collected from the result of observation, interview and document review, the data was analyzed with Huberman and Saldana's model. Then, it was described to the form of report and consulted with the advisor. The reporting stage is the preparation of research results in the form of a thesis following the guidelines applicable to State Islamic University KH Achmad Siddiq (UIN KHAS) Jember. After all, this research was tested and revised for the very last time after the exam was done.

There are some limitation faced by the researcher in this research. The first limitation is this study only focus on students' motivation. The second limitation is only took one classroom and did two meetings. The third limitation is the limited time for conducting this research because students must follow lessons and achievements according to the academic calendar.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter covered research findings and discussion of the research. The finding is the information obtained from the interviews, observations and documentation to describe regarding the research topic, while the discussion is the process of making a decision or conclusion about the topic of this research that is students' motivation in learning English through song-based language learning for the students of secondary level. The finding and discussion are explained as follows;

A. Findings

In this research, the researcher presented the description of the object and data presentation. It based on the result of observation and interview to the subject of the research. The data were also taken from document review. The researcher present the findings of the research are:

1. School Identity

Name of school : SMP Negeri 8 Jember

Type of school : A

School address : Jl. Basuki Rahmad No. 25, Kaliwates, Gumuksari, Tegal Besar, Jember, Kabupaten Jember, Jawa Timur 68131

NPSN : 20523896

Laboratories : 3 laboratories (2 Lab. Science and 1 Lab. Computer)

Library   :   1 library

Classrooms   :   21 classroom

2. School Information

a. School Characteristics

Picture 4.1
SMP Negeri 8 Jember

The Operational Curriculum of SMPN 8 Jember was prepared as a guideline for organizing learning activities. The Operational Curriculum (KOSP) was developed by referring to the Learning Outcomes (CP) that have been prepared nationally and then implemented in learning activities based on the Goal Flow Learning (LEARNING OBJECTIVE FLOW) that has been prepared. Drafting The Operational Curriculum of SMPN 8 Jember accommodates the needs of students to develop 21st century skills, which include integration of PPK, literacy, 4C (creative, critical thinking,

communicative, and collaborative), and HOTS (higher order thinking skills).

Based on the context analysis carried out, SMPN 8 Jember, as a unit of education that is of interest to the majority of the population in the southern central region of the city of Jember, with strategic area and location potential and including city areas, has several strengths, including: 1) student input comes from families who care enough about the importance of education; 2) an environment with educational and office complexes makes it easier for schools to coordinate and communicate; 3) community culture in Jember, which has an Islamic boarding school feel; 4) adequate supporting facilities for learning process services; 5) is one of the reference schools located in the central region (city area) with a beautiful and shady environment; and 6) the location of the school is very strategic because of easy access.

Apart from the strengths and disadvantages mentioned above, SMPN 8 Jember also has several weaknesses, namely the lack of library and science laboratory representatives. However, this does not reduce the school community's enthusiasm for learning. This is proven by the achievements that have been obtained, both academic and non-academic.

The city of Jember, where SMPN 8 Jember is located, has a regional culture, giving this city several distinctive nicknames, namely: 1) Carnival City; 2) City Tobacco; 3) Suwar Suwir City; and 4)

Pandhalungan City. In order to preserve The regional culture is then accommodated in an activity with the name "PESONA CEMERLANG" (Educative Assistance for Optimal Resources and Values Applicative Create the Existence and Work of Cemerlang). This activity is intended to explore the potential of educators and students in forming the character of students able to compete in the global world.

To provide services to students' future needs and demands and become a person who has the ability to be competitive in the era of generation 4.0, consistently upholding the noble values of the nation implied in the principles of Pancasila, as well as developing love for regional and national culture, SMPN 8 Jember compiled The operational curriculum is in accordance with the characteristics of students and local regional culture.

By taking one of the educational values from Ki Hajar Dewantara, namely 3N: NITENI (observe carefully), NIROKKE (try by imitating), NAMBAHI (developing from what has been imitated or existing), and taking into account the demands of the 4.0 era, a fourth N has been added, namely NGGAWE (creating, making, producing, or discovering new things). The 4N is a characteristic of learning that will be carried out by students together with teachers at SMPN 8 Jember.

Learning at SMPN 8 Jember is integrated with the Pancasila Student Profile. In general, the aim is to shape the character of students

who are devoted to God Almighty God and noble character, global diversity, independence, critical reasoning, working together cooperatively and creatively, innovative, and capable of creating ideas based on unique areas that remain rooted in national culture.

b. **Vision**

The Operational Curriculum is prepared by the Education Unit to make this possible by adapting educational programs to the needs and potential that exist in schools. Schools, as educational delivery units, must also pay attention. Future developments and challenges include: the development of science, knowledge, and technology; globalization, which allows very fast flows of change and mobility between and across sectors and places; the information age; the influence of globalization of changes in human behavior and morals; changes in consciousness in society and parents towards education; and the era of free trade.

"Have noble character, be creative, be independent, achieve, and have a global perspective."

c. **Mission**

Based on the vision that has been formulated, to make it happen, something is needed. The mission consists of the activities carried out. The missions formulated based on the vision are as follows:

1. Realizing religious knowledge based on faith and devotion to God Almighty

2. Creating good relations between humans and the environment

3. Realizing the implementation of learning intensively, effectively, and efficiently

4. Realizing competency improvement and competition programs for teacher quality and student

5. Creating relevant learning media and facilities

6. Realizing student creativity and skills through PBM and self-development

7. Improving literacy culture

8. Developing students' character to love their country

9. Realizing improvements in ICT-based school management

10. Realizing harmonious cooperation between school members and the community Surrounding environment

11. To create graduates who have global insight based on science and technology.

d. Goals

The goal that SMPN 8 Jember wants to achieve is a form of realizing it. The school vision that has been set is as follows

1. Short-Term Goals (1 year)

   a. Forming students who have faith and noble character

b. Encourage students to be able to create ideas expressed in writings or actions that are rooted in local culture.

c. Organizing a learning process that encourages students to be critical, creative, and innovative in developing ideas

d. Optimizing school infrastructure that supports students creates ideas that are rooted in local cultural values.

e. Creating students who are able to reason critically in the implementation of project-based activities that prioritize the spirit of mutual cooperation

2. Long-term goals (4 years)

a. Designing learning that prioritizes school and regional characteristics in the nuances of harmonious global diversity;

b. Forming students who have competitive abilities and character, achieve, and have a person who is faithful, diligent, and obedient in worship, as well as respect each other's differences and love the environment and their nation;

c. Producing graduates who are able to implement the Pancasila Student Profile in real life;

d. Become a leader for yourself and your friends to become a reasoned person who is critical, tough, confident, and proud of working together.

e. Mastering skills in social communication and having a competitive, creative spirit and independence that still uphold local culture

f. Have life skills that are able to adapt to developments over time.

g. Able to create ideas that are expressed in actions or works that are rooted in local culture in global diversity

h. Have a polite, polite, and independent character, capable of being creative and competing with the times.

i. Making school a place to develop the intellectual, emotional, social, and skills growth and development of students according to the level of ability and condition of each student prioritizes the value of mutual cooperation.

j. Making the community and parents joint partners in the implementation of school education.

B. Data Presentation

Data presentation and data analysis includes a description of the data and results obtained using the methods and procedures described in Chapter III.

1. Students' Motivation in Learning English Through Song Based Language Learning for The Students of Secondary Level

The research was conducted in two meetings for teaching and learning process, also interview with teacher, students and documentation

including photos and video record. There was one topic of the lesson in two meetings with my house (things in my house) topic.

In this study, researchers used class VII A as the research object to examine the impact of learning strategies on student motivation in learning. Class VII A has 32 pupils, 25 of them are male and 18 of whom are female.

The researcher developed lesson plans and offered them to teacher to use in learning during the research utilizing a song-based language learning technique before carrying out the teaching and learning process in the classroom. Aside from the lesson plan, researchers created student worksheets as assignments for students to complete.

The researcher discovered some data in the field based on research conducted at SMP Negeri 8 Jember with data gathered through observation, interview, and documentation. This discussion is comprehensive and summarized based on the focus of the problem that has been defined.

a. **Internal Factors Motivation**

The first meeting will be held for 3x40 minutes on Tuesday, October 31, 2023, with specifications of 2x40 minutes of learning and 15 minutes of singing national required songs. At the first meeting, the teacher entered the classroom and presented the researcher to the pupils.

The teacher greets and says hello at the start of the session, then proceeds by praying together and taking the names of the pupils who participated in the teaching and learning process that day. Following that, the teacher analyzes the subject covered in the previous meeting by relating the explanation to the material covered in the following meeting.

The teacher began the class by explaining the chapter to be studied, namely Home Sweet Home with the sub-chapter My House (things in my house), after 15 minutes of opening and requesting students to recall the information from the previous meeting.

The teacher starts the session by asking students to communicate, distinguishing between home and house, indicating how many rooms each student has, and stating which rooms they have. The teacher also asked several students randomly about how many rooms they had in their house.

After knowing the answers from several students who were asked, the teacher continued by asking what rooms were in each student's house and what room was their favorite.

Based on several questions that the teacher had asked the students, the teacher then began to explain the material being studied, namely about nouns. The teacher mentioned several examples of nouns in English along with their translations, and then the students asked lots of questions about the names of the objects they each thought of. Some

students and teacher conversation below: (see picture 4.2) (translate into English)[48]

Picture 4.2
The teacher approaches students regarding the explanation of nouns (brainstorming)

Teacher	:	Okay, students. That is an explanation of nouns. Any questions so far?
Student 1	:	No questions, Miss.
Student 2	:	Miss, are the English living room and family room the same?
Teacher	:	It can be the same; it can also be different, because they are both rooms where lots of people gather, right? Or you could also use the family room to be more specific.
Student 3	:	Miss, what if there is no dining room at home?
Teacher	:	Yeah. If there is no dining room, don't mention the dining room. Miss knows that you like eating while watching TV, hehe.

That's right, Miss; eating while watching TV is fun, you know (several students answered while laughing).

After a while, the teacher and students discuss the topic being explored, and then the teacher asks the students to write about their respective houses by stating how many rooms there are and what rooms

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[48] Observation in SMP Negeri 8 Jember, Tuesdy, October 31ˢᵗ, 2023

there are, as reflection material that the students have captured from the teacher's explanation.

At this stage, brainstorming is a method that is included in the strategy for gathering ideas and methods that can be used to look for ideas to get a solution to a particular problem. This method is used to find ideas based on spontaneity and creativity in students.

The teacher goes around examining the students' work by providing answers when there are questions and the names of rooms or objects that they don't know in English. In this activity, many students invited the teacher to discuss it and even approached the teacher's desk.

After the work of several students has been completed and collected, the teacher invites the students to discuss it together again. Students who initially discussed while approaching the teacher's table returned to their seats, and the teacher explained again the material that had been presented so that it was clearer and could enter the students' memories.

After 30 minutes have passed, the teacher asks students to collect all the assignments they have done. The teacher checks the students' assignments one by one, and of all the students' work, there are still several assignments that have not been done correctly.

At the end of the lesson, the teacher provides an explanation in the form of a conclusion from the lesson that was discussed at that day's meeting. The teacher provides motivation regarding interest in learning

English and invites students to learn lots of vocabulary so they can understand when explanations are made in English, even though it is still mixed with Indonesian.

Fortunately, after ending the meeting that day, the teacher closed the class by both reading hamdalah and praying, then the teacher closed the class by saying greetings.

The second meeting will be held on Tuesday, November 7, 2023, with a time allocation of 2x40 minutes for learning and an additional 15 minutes for singing mandatory national songs. The opening of the lesson is carried out by greeting and asking how the students are doing, checking the student attendance list, and then asking about the students' readiness to study at that day's meeting.

As was done in previous meetings, to start learning, the teacher invited students to pray together and prepare the stationery needed for studying.

At the beginning of learning, the teacher prepares a laptop and projector as media used in learning with a song-based language learning strategy. The teacher starts by inviting you to recall the material that was studied at the previous meeting, and then the teacher gives an explanation of the material that will be studied that day with the same material as the previous meeting, namely my house. Only in this second meeting is the material more focused on discussing about the kitchen space and all the equipment in the kitchen.

The teacher provides explanations and directions to the students, then continues by showing a video containing information about the rooms in the house and the objects in the kitchen. Students are very enthusiastic about taking lessons because they enjoy the fun learning model.

The learning video is in the form of an English vocabulary song with the theme My House, with specifications of the room, kitchen, and objects in the kitchen, which is then played by the teacher. In the first screening, students only listened without following the text provided in the video. In the second screening, the students sang the song even though the teacher didn't give them a cue. After playing the song for the second time, the teacher pauses and begins to ask questions and interact with the students, asking for the students' understanding of the learning song that has just been played.

Teacher	:	Until here, what did you learn from watching the English vocabulary song video just now?
Student 1	:	So exciting, Miss.
Student 2	:	Let's play it again, Miss.
Teacher	:	Wait a moment. Miss asked, it hasn't been answered, why is it asking to be played again? Hayoo.. Just focus guys
Student 3	:	I know, Miss. This is about home sweet home
Teacher	:	Yes of course, there is answer more specific? The answer given by your friend is correct, but does anyone have a more specific answer?
Student 4	:	Kitchen, Miss.
Teacher	:	Yes, good job.
Student 5	:	Miss i know. Stove, pan, fraying pan, spoon, eat and drink (answer with laugh)
Teacher	:	okay, all your answers are correct guys. Give applause for us.

At this second meeting, the students were very enthusiastic about participating in the learning. It was very visible from the looks on each student's face that they really enjoyed the exciting and fun learning strategy, especially singing together with their friends.

The teacher plays once again the video of the song that has been played, giving instructions to the students to remember the objects mentioned in the song because, after showing the last video of the song, the students will be given an assignment. Students obey the instructions given by the teacher politely.

After the song video has finished playing, the teacher then distributes assignments to each student by providing instructions according to what has been written on the assignment sheet. The assignment sheet contains pictures of objects found in the kitchen and short stories that are made up for students to complete.

The teacher walks around each student's seat while looking at and examining each student's work. Students are very active in asking questions when there is an explanation that they do not understand and feel confused about.

After 30 minutes had passed, the teacher asked all students to collect the results of their work on the teacher's desk. The teacher corrects the students' work one by one. Many students' work results are in accordance with the achievements desired by the teacher, and only a few still do not understand the instructions that have been ordered.

At the end of the lesson, the teacher conveys the increase in students' understanding of the material they have studied, but the teacher continues to provide motivation so that students continue to want to study diligently and focus, want to be friendly with English subjects, and like them.

At the end of each lesson, the teacher does not forget to remind and provide conclusions on the lesson topics that have been discussed that day. To end and close the class, the teacher invites students to pray together, and the teacher closes the meeting by saying greetings.

From the description above, the observation during the two teaching and learning meetings revealed an increase in students' motivation to learn English. Students are active and enjoy learning with quite a high level of curiosity.

Students become highly curious about the learning material discussed and studied. Students actively ask questions, answer, discuss, and exchange ideas with friends.

The song-based language learning strategy provides free space for students to enjoy learning in a relaxed and fun way. Students can participate in learning easily without any fear of not being able to or not understanding because they are not required to create projects or works of art from the material they have studied. Students find it easier to understand the teacher's explanations and gain additional understanding

from the media of learning songs that are easy to understand. Moreover, some students assume that:

> "In my opinion, this strategy is more comfortable and easier to use to attract students' motivation to learn English because learning is fun and not stressful."[49]

Based on the presentation of research results after holding two meetings in class, the researcher has grouped the findings based on theory, including:

1. Intrinsic interest activity

   a. Arousal of curiosity

   Based on conversations held by teachers and students in class, there are several students who have high curiosity, so anything they think they don't understand and want to know is always asked by the teacher. Below are some conversations between teachers and students:[50]

Students 1	:	**Miss, are the English living room and family room the same?**
Teacher	:	It can be the same; it can also be different, because they are both rooms where lots of people gather, right? Or you could also use the family room to be more specific.
Students 2	:	**Miss, how if there is no dining room at home?**
Teacher	:	Yeah. If there is no dining room at home, don't mention the dining room. Miss know that you like eating while watching TV, hehe.

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[49] Students at VII A in SMP Negeri 8 Jember, *Interview,* Jember, November 14th, 2023.
[50] Observation in SMP Negeri 8 Jember, Tuesday, October 31st, 2023.

From the conversation above, it can be seen that students' motivation is built through an aspect of curiosity about things they do not yet understand. Teachers also do not hesitate to give satisfying answers and try to revive student motivation.

Some arousal of curiosity students below:

Picture 4.3
Arousal curiosity

b. Optimal degree of challenge

Through the assignments given by the teacher, many students were enthusiastic about working while discussing with their classmates; some even discussed at the teacher's desk to determine whether the results of their work were correct. It is not uncommon for some students to ask researchers about vocabulary that they do not know in English.

When time is almost up and the teacher has asked for assignments to be submitted, students scramble to immediately

submit the assignments they have done while hoping that the results of their work will get a good grade.

This situation illustrates student motivation, which is included in the optimal degree of challenge aspect. After learning using the song strategy, students feel challenged to do the teacher's assignments because they feel that the learning they have done is very enjoyable.

2. Perceived value of activity

a. Personal relevance

The learning carried out in these two meetings received a very good response from students. The activities carried out in learning using song-based language learning strategies make students feel that these activities are able to inspire their enthusiasm for learning. This is very relevant to the opinions expressed by teachers during interviews.[51]

Researcher	:	Is this strategy able to make students feel comfortable when participating in class learning?
Teacher	:	**Yes, of course. I saw that several students who previously did not pay attention during English lessons, after being given this strategy, seemed to enjoy learning. The happy faces are very visible to those who lack motivation to learn English.**

Learning by singing is one of the activities that can make students learn while laughing together without there

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[51] An English teacher in SMP Negeri 8 Jember, *Interview,* Jember, November 14th, 2023.

being a gap between smart students and ordinary students. This activity is included in the personal relevance aspect because, in this section, each student feels like the activity is part of their learning and is able to increase their enthusiasm for learning.

b. Anticipated value of outcomes

In each subject, there must be a minimum achievement score. In this aspect, teachers also try to provide understanding to students so that they are able to achieve at least the minimum score, even above the minimum score. The purpose of having a minimum score is to help determine the extent of students' understanding of the material presented by the teacher.

c. Intrinsic value attributed to the activity

The intrinsic value associated with this activity is students' motivation to learn English. Many students are less interested in English lessons because they think it is a difficult and boring subject. Apart from that, there are also students who were not taught English when they were in elementary school, thus making them learn from scratch when they entered school.

Learning carried out using this song strategy is able to arouse students' enthusiasm and motivation for learning through fun activities presented by the teacher during class.

3. Sense of agency

    a. Locus of control re: process and outcomes

        Based on two meetings in class, students participated in the teaching and learning process well and regularly, enjoyed every process carried out when studying, and carried out assignments seriously.

        Based on the results of interviews conducted with students, there were students who said that the song strategy really helped students in increasing their vocabulary, and the opinions of other students said that using the song strategy really helped them to increase their enthusiasm in following lessons, be enthusiastic about doing assignments, and try to do assignments well. Good.

        This situation describes motivation from the process and outcome aspects. The teacher tries to convey the material with complete explanations, the students have a high level of curiosity, so that the teacher and students interact with each other, the atmosphere in the class becomes lively, and the teacher's assignments are carried out enthusiastically by the students.

4. Mastery

   a. Awareness of developing skills and mastery in a chosen area

   "Combining song-based language learning strategies to arouse students' motivation to learn English is a good combination of learning strategies." This opinion was expressed by an English teacher who has succeeded in seeing an increase in enthusiasm for learning from his students. The teacher feels successful in conveying the material studied at that time, and the teacher also succeeds in the students' skills and mastery of the material studied.

   During interviews with students, the results showed that students were more able to develop their skills in learning and enjoy lessons with the enthusiasm that English lessons are actually fun lessons. This the interview result with students:

Researcher	:	What do you think about using song-based language learning strategies?
Student 1	:	**I was happy when Miss Putri used this strategy because I could learn a lot about new vocabulary that I didn't know yet.**
Student 2	:	**From this strategy, I just felt that English was not a scary lesson but a fun lesson.**

5. Self-concept

   a. Realistic awareness of personal strength and weaknesses in skills required

   Many students feel that they cannot learn English. The notion that English is difficult, scary, or boring has influenced

students' thinking and made them not interested in liking English subjects. There must be encouragement, whether from within the student or from external factors.

Some students realize that they don't really like English subjects because the statement that has entered their minds is a statement that says that English is difficult, but students' awareness also begins to form when faced with learning strategies that they think are fun and can make them feel unburdened by difficulties. This is supported by aspects of the theory of motivation, namely realistic awareness of personal strengths and weaknesses in skills required.

6. Attitudes

   a. To language learning in general

   Based on the results of observations from two meetings, students' attitudes when the learning process took place using the song-based language learning strategy appeared to be very polite and followed the learning process in an orderly manner. The students are not crowded or noisy themselves. Students pay attention to the teacher's explanation with courtesy and respect. Students also liven up the class during the lesson by continuing to ask questions when there are things they don't understand.

   The language used during learning between students and teachers is very polite and respectful of teachers, although

sometimes students are still confused by some of the teacher's explanations when using English, but students remain enthusiastic by asking for explanations again using Indonesian so that they can easily understand and then ask for them to be mixed and directly translated into Indonesian.

b. To the target language

Students are taught vocabulary through the main material, Home Sweet Home, which discusses things in my home. Students gain a lot of new vocabulary related to objects at home, especially those in the kitchen. Students were also asked to say what rooms were in their house and what objects were in their kitchen.

In this situation, it is very visible that aspects of the target language have been captured easily by students. Students' enthusiasm in responding to the teacher's presentation of material and the teacher's assignments does not at all make students feel lazy about doing the work; it's just that students don't bring dictionaries as a support tool when they don't know the vocabulary they want to write in English.

7. Other affective states

a. Confidence

In this aspect there are several points of self-confidence, including:

1. Students are not embarrassed to ask questions.

2. Students are confident in the results of their work.

3. Students are not afraid when suddenly randomly appointed to present the results of their work.

8. Developmental age and stage

The age and developmental stages of students greatly influence their growth and thinking. The older they are, the more open their minds will be. This is caused by motivation from within students, which will slowly form by itself when they feel they need it. just as when they start to feel comfortable with learning with song strategies, they will be inspired to often listen to music in English, and so on.

9. Gender

Family, friendship, and gender are fundamental things when it comes to inner motivation. Friends who support each other will influence interest in subjects that friends like, even those they master. Friends who can do it will invite and motivate students who feel they don't understand or can't do something. This results in students who are not yet motivated continuing to be attracted and invited to be as motivated as themselves.

b. **External Factors Motivation**

The second factor in motivation is external factors. External factors are factors that influence students' inner motivation and are

driven from outside. The researcher will describe the external factors of motivation based on the two learning meetings in the classroom that were completed previously.

At the first meeting, when the teacher entered and introduced the researcher to the students, the students were happy to welcome and greet them with cheerful smiles. After the teacher introduced the researcher, the researcher was given a seat at the back to observe and observe learning during class. Learning went on with enthusiasm and was peppered with funny jokes from students who liked to joke.

During the lesson, students were very obedient and carried out the tasks instructed by the teacher with enthusiasm and responsibility, but there were still some students who talked to themselves with their classmates. This is because students do not fully understand the explanation of the material presented by the teacher and lack enthusiasm for participating in English lessons.

The researcher asked one of the students who felt confused in learning English.

Researcher	:	You look like confused, why?
Student	:	I understand but i don't know in English the objects that must be mentioned.
Researcher	:	Didn't you bring a dictionary?
Student	:	No, Miss.

From this short conversation, the researcher concluded that external factors that support the continuity of the teaching and learning

process are also needed, not just learning media, school books, and explanations from teachers.

Each student has a different character and personality. There are introverts, and there are also extroverts. Both have positive and negative factors; therefore, helping to direct and encourage student motivation from the outside also requires attention.

Like one of the questions asked by the researcher to one of the students

Researcher	:	If you were to be given a prize when you got good grades, would you study hard?
Student	:	Yes, Miss.

The answers from these students explain that student motivation to learn can also be driven from outside. Getting direct and real appreciation can motivate students to study diligently. This makes students enthusiastic about competing to get good grades, even though the aim is only to get a prize, but it is felt that it can indirectly make students enthusiastic about learning.

This is also can be proven by semi-structured interview based on three students can be seen in table 4.1:[52]

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[52] Students at VII A in SMPN 8 Jember, *Interview,* Jember, November 14th, 2023.

Table 4.1
Table interview with students

Transcription of interview
Time : 09.00 – end
Date : November 14th, 2023
Place : In front of VII A class
I : Interviewer, S: Student

Subject	Line	Transcript
I		What do you think when you hear song strategies for learning English?
S	1	I think learning to use songs is fun.
	2	It's not boring to learn.
	3	In my opinion, songs can make me really enjoy learning English, especially English lessons, which I think are difficult lessons.

1. Significant others

   a. Parents

   b. Teachers

   c. Peers

   External factors from parents, teachers, and peers really help arouse motivation within a person. This is very influential because their advice will greatly influence the course of each person's life.

   These three factors both play an important role in increasing student learning motivation. Parents who care about their children and pay attention to their children's growth and development are able to influence their children's thinking patterns and direct them to positive things. Apart from that, teachers also greatly influence students' learning motivation while at school. beautiful teachers, good teachers, smart teachers, teachers who are

able to make students feel comfortable, make students interested in learning the lessons taught by the teacher. The figure of a teacher is very influential because it can be a benchmark and attract students to learning.

The researcher saw students waiting for their teacher to come to class without being noisy or crowded; there were even students who looked at the teacher's room and said, **"Where is Miss Putri?"**. This statement show that the role of the teacher plays an important role in the student learning process at school.

Apart from these two factors, the role of friends can also influence students' thinking patterns. If students in their circle of friends have positive vibes, they will motivate each other and invite their friends to study diligently. So these three factors all have their respective roles in providing learning motivation.

2. The nature of interaction with significant others

   a. Rewards

   b. The nature and amount of appropriate praise

   c. Punishment, sanctions

      These three aspects are very related when applied in the world of education. Students will study diligently when they hear that if they get a good grade, they will be given a prize, as well as praise. When one of the students gets a good grade, there will be a feeling of wanting to be praised for the results they

have achieved. These two things are also closely related to punishment and sanctions. If students hear that they will receive sanctions if they do not get good grades, then they will be motivated to study diligently so as not to receive punishment and sanctions.

3. The learning environment

   a. Comfort

   b. Resources

   c. Size of class and school

   d. Class and school ethos

   e. The broad context

   f. Wider family networks

   g. The local education system

   h. Cultural norms

   i. Social expectation and attitudes

   The aspects mentioned above can influence student motivation from the outside because these aspects are able to support student success in learning and increase motivation.

   From the presentation of the data above, through two meetings using song-based language learning as a strategy, it was able to improve students' enthusiasm for learning in English subjects. Students appear to be more polite and organized in following the learning process. They are also active, so they want

the songs that have been played to be repeated again. Thus, it can be concluded that using a song-based language learning strategy can influence students' learning motivation, both internally and externally.

Picture 4.4
Implementation of Song-Based Lnguage Learning Strategy

2. **Teacher's Perception of Using Song-Based Language Learning Strategy to Escalate Students' Motivation**

The research was completed in two meetings in November. The research subjects consisted of English teachers and class VII A students. In this research, the teacher used a song-based language learning strategy with the main topic Things in My House and focused on student learning motivation.

At the first meeting, the teacher explained about the rooms in the house, and at the second meeting, the teacher explained about the objects in the kitchen. The focus of this observation is the teacher's perception of using a song-based language learning strategy to escalate students' motivation.

Based on the observations of the teacher, the results showed that the teacher did not find any difficulties in teaching Home Sweet Home material in the classroom, and the teacher could more easily manage the situation in the classroom. Using songs as a strategy so that students are more focused and motivated to learn English is a creative way to ensure that students do not easily feel bored.

Picture 4.5
The researcher interviewed an English teacher

The researchers conducted interviews with teachers on November 14, 2023. The teachers revealed their assumptions about using song-based language learning as a learning strategy to increase students' interest in learning in English lessons.

> "Actually, there is English-language material about the song itself, but it has not been thought about including it in other materials such as those that have been taught in these two meetings. Songs are indeed a form of entertainment that is popular with all groups, from small children to adults. Through songs, students also enjoy a pleasant learning atmosphere in the classroom. Students do not get

bored when studying in the classroom for a long time.[53]

The use of song-based language learning strategy take students'
attention in the classroom during the learning process and they were
excited about the material on that day. Teacher got positive feedback on
teaching and learning process using song-based language learning strategy
because students were enjoying the lesson. In addition, the use song-based
language learning strategy give positive students motivation.

Below was the complete interview transcript can be seen in table
4.2[54]

<div align="center">

Table 4.2
Data interview with teacher

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Transcription of interview		
Time : 09.10 – end		
Date : November 14th, 2023		
Place : In front of VII A class		
R: Researcher, T : Teacher		
No.	**Context**	**Transcript**
1.	Song-based language learning strategy	R: What do you think about song based-language learning strategies? T: This strategy is exciting, fun, and able to make students excited to learn lessons. R: How is your experience using song-based language learning strategy? T: When you first consulted with me, I thought that students would be very happy when attending lessons with songs played, because of course everyone likes songs and singing, especially children when learning English, which they consider difficult and boring. It is true that students are very excited and like learning by singing. The downside is that at school there are only a few projectors, so when teachers want to use a projector, they have

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[53] An English teacher in SMPN 8 Jember, *Interview,* Jember, November 14th, 2023

[54] An English teacher in SMP Negeri 8 Jember, *Interview,* Jember, November 14th,2023.

		to book first.
		R: Is the song-based language learning suitable for students?
		T: Yes, of course. This strategy is so suitable for students, because I think The basis of learning English is to listen first; when we are familiar, we will start to speak according to what we have heard. After feeling comfortable and familiar with what they have heard, students will feel that they have to master this lesson because they already feel comfortable.
		R: Would you like to use this strategy for future teaching and learning activity?
		T: Yes, I will use this strategy for teaching and teaching and learning activities tomorrow.
2.	Internal factors motivation	R: For the internal factors motivation. In your opinion, what influences students' learning motivation?
		T: In my opinion, most students are motivated because learning is fun, so they feel they should be able to follow the learning process with enthusiasm for learning.
		R: Are there other factors that influence student motivation that are driven from within the student?
		T: So far, what I have seen is that the internal factors that influence student motivation are how students enjoy learning and follow lessons without coercion; this can be seen from the expression on their faces and the way students respond to questions and discussions with their fellow students.
3.	External factors motivation	R: For the external factors motivation. In your opinion, what influences students' learning motivation?
		T: It seems that if it is explained, there will be a lot of external factors, because it is very clear that external factors are very supportive of encouraging students' enthusiasm for learning. Students are invited to sing, and the strategy used now alone makes them enthusiastic about

		participating in lessons while singing together, especially when other external factors are added.
		R: Are there other factors that influence student motivation that are driven from within the student?
		T: Maybe encouragement or an invitation from a friend can sometimes make students feel "If he can do it, why can't I". Apart from that, real appreciation is given, such as by giving praise, giving prizes when you get good grades, and so on.

Based on the table 4.2, the researcher can conclude that teacher didn't find any difficulties in teaching and learning use song-based language learning strategy. The teacher will use strategy songs even though they are not part of the song learning material because what he is looking for is student comfort in learning so that the desired understanding and value are achieved.

Below was the table of the result findings can be seen in table 4.3

Table 4.3
The result of the research finding

Research question	Research finding
How is the students' motivation in learning English through song-based language learning strategy?	Based on observations before applying the song-based language learning strategy, sometimes students feel they don't understand if there is new vocabulary that they are not familiar with; they don't understand the teacher's explanation if it is not repeated in Indonesian, so when there is too much explanation given by the teacher, students easily feel bored. Meanwhile, when this song-based language learning strategy has been applied, students are better able to follow the flow of the learning process while remaining enthusiastic and not easily bored. This is

	supported by fun strategies and is able to motivate students to want to learn even though it is a lesson they don't like.
	In the motivation explained in Dornyei's book, there are two factors that support motivation, namely,
	   a. internal factors
	   b. external factors.
	The teacher said during the interview that these two factors played a role according to their respective roles; it's just that external factors are more supportive of achieving student motivation in learning. So after applying the song-based language learning strategy, students' learning motivation increased.

How is the teacher's perception of using song-based language learning strategy to escalate students' motivation?	Teacher's perception: "Actually, there is English-language material about the song itself, but it has not been thought about including it in other materials such as those that have been taught in these two meetings. Songs are indeed a form of entertainment that is popular with all groups, from small children to adults. Through songs, students also enjoy a pleasant learning atmosphere in the classroom. Students do not get bored when studying in the classroom for a long time. Thus, based on theory and research results conducted by researchers as well as the results of interviews with teachers and students, it is clear that the song-based language learning strategy is able to increase students' learning motivation in English subjects.

C. Discussion

Based on research conducted at SMP Negeri 8 Jember about Students' motivation in learning English through song-based language learning for the students of secondary level, the data obtained through observation, interview and documentation, the researcher presented the discussion from the data presentation and data analysis above. The researcher found some data that was relevant in the field and in accordance with the research needs and theories taken by the researcher. This discussion is detailed based on the focus of the problem that has been determined and summarized as follows:

1. **Students' motivation in learning English through song-based language learning for the students of secondary level**

    In this discussion, the researcher compares the present study to other previous research findings which related to students' motivation in learning English trough song-based language learning strategy.

    The previous research from Muhamad Sofian Hadi (2019) found that the use of song in teaching English for Junior High School students succeed in improving the students' score from pre-cycle till the last cycle of the research process.[55] Paola X. Romero (2017) also found a literature Review from learning English through songs, the result of the research shown that song strategy can increase gaining vocabulary.[56]

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[55] Muhamad Sofian Hadi, "The Use of Song in Teaching English for Junior High School Student", 2019.
[56] Paola X. Romero, "Teaching and Learning English through Songs: A Literature Review", 2017

Like the two previous studies written above, this research also discusses song-based language learning strategies. Therefore, this strategy is used again in this research; only this strategy is linked to student motivation in learning, so what is sought is an increase in student motivation to learn English.

The data in this research were obtained from observations carried out at two meetings, teacher and student interviews, and documentation during data collection at SMP Negeri 8 Jember. William and Burden in the book Motivational Strategies in the Language Classroom by Dornyei explain that motivation is influenced by two factors, namely internal factors and external factors.[57] Researchers found the two factors proposed by William and Burden based on the results obtained in the field.

Thus, William and Burden's theory can support the results of researchers' findings in the field with theories and strategies used to escalate student learning motivation.

2. **Teacher's Perception of Using Song-Based Language Learning Strategy to Escalate Students' Motivation**

Based on the discussion previously discussed in this chapter, using a song-based language learning strategy can increase students' motivation to learn English, both from internal and external factors. Students show their motivation for learning during learning carried out using song-based

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[57] Dornyei Zoltan, *Motivational Strategies in The Language Classroom,* Cambridge Language Teaching Library, (2001).

language learning strategies. Teachers also feel that the class can be controlled more easily when learning is carried out with the right strategy.

Based on the interview with teacher as mention in table 4.2, the teacher stated that this strategy is so suitable for students, because the basis of learning English is to listen first; when we are familiar, we will start to speak according to what we have heard. After feeling comfortable and familiar with what they have heard, students will feel that they have to master this lesson because they already feel comfortable.[58]

Thus, based on theory and research results conducted by researchers as well as the results of interviews with teachers and students, it is clear that the song-based language learning strategy is able to increase students' learning motivation in English subjects.

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[58] An English teacher in SMP Negeri 8 Jember, *Interview,* Jember, November 14th,2023.

CHAPTER V

CONCLUSION AND SUGGESTION

The research study's conclusion and suggestions were delivered in this chapter. The discussion that is directly related to the research question and the research objective and that was provided in the previous chapter is summarized in the conclusion, while suggestions are referenced to the research findings, discussions, and overall conclusions of the study.

A. Conclusion

Based on the findings of observation, interviews, and documentation. The researcher concluded that students' motivation to learn English through song-based language learning for secondary students has exhibited favorable vibrations from the majority of pupils in class. Students actively ask questions and take lessons seriously; their curiosity increases; and students diligently carry out the teacher's assignments.

The teacher's perception in using song-based language learning strategies to motivate students to like English lessons does not encounter any difficulties. Internal factors and external factors supporting motivation are also very clearly visible to each student after applying the learning strategy using this song. Teachers and students both enjoy lessons in a very conducive and orderly classroom atmosphere. Apart from that, the material presented by the teacher can be easily followed and understood by students. Students are able to carry out assignments according to the instructions given by the teacher, and the teacher just has to research and assess the results of the students' work.

B. Suggestion

After completing the research and completing the thesis writing, at the end of this section, the researcher will add suggestions for consideration at SMP Negeri 8 Jember as a place for research to provides the best facilities for its students and makes it better. As the suggestion is to several parties as follows:

1. For teacher

   Researchers suggest that teachers use songs-based language learning as an alternative strategy for several lessons, which they feel will make students feel bored if they are only explained through material and from books.

2. The researcher suggests to other researchers to use this strategy by changing the focus to be researched or developing this research and making it a reference in future research.

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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name   :   Ayunda Wulandari

Student's Number   :   T20196072

Study Program   :   English Education Study Program

Faculty   :   Faculty of Tarbiyah and Teacher Training

Institution   :   State Islamic University of Kiai Haji Achmad Shiddiq Jember

Declare that thesis entitled "Students' motivation in learning English through song-based language learning for the students of secondary level" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publication cited in this work has been personally consulted.

Jember, November 27th, 2023
I declared

Ayunda Wulandari
SRN. T20196072

Appendix 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: *tarbiyah.iainjember@gmail.com*

Nomor : B-3714/In.20/3.a/PP.009/09/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 8 Jember
Jl. Basuki Rahmad No. 25, Kaliwates, Gumuksari, Tegal Besar, Jember

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196072
Nama	:	AYUNDA WULANDARI
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Students` Motivation in Learning English Through Song Based Language Learning for The Students of Secondary Level" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Tutuk Pancaningtyas S, S. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 September 2023
a.n. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 3

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 8 JEMBER
Jl. Basuki Rahmat No. 25 Jember, Telp. 0331-337868, Email. smpn8jember@yahoo.co.id

SURAT KETERANGAN
Nomor :421.3/102/310.02.20523896/2023

Yang bertanda tangan dibawah ini :
Nama	:	Tutuk Pancaningtyas S., S.Pd
NIP	:	197606011999122002
Pangkat / golongan	:	Pembina Tk.I / IVa
Jabatan	:	Kepala UPTD SATDIK
Unit Kerja	:	UPTD SATDIK SMPN 8 JEMBER

Dengan ini menerangkan Bahwa :
Nama	:	Ayunda Wulandari
NIM	:	T20196072
Prodi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah ilmu Keguruan
Perguruan Tinggi	:	Universitas Islam Negeri KH Ahmad Siddiq Jember

Mahasiswa tersebut telah melaksanakan penelitian tentang "Students' Motivation in Learning English Through Song-Based Language Learning for The Students of Secondary Level". Pada tanggal 22 September sampai 10 November 2023 di SMPN 8 Jember.

Demikian Surat Keterangan ini diberikan agar di gunakan sebagaimana mestinya.

Jember, 4 Desember 2023
Kepala UPTD SATDIK
SMPN 8 JEMBER

Tutuk Pancaningtyas S., S.Pd
Pembina Tk.I / IVa
NIP. 197606011999122002

Appendix 4

MATRIX OF RESEARCH

Title	Variables	Sub Variables	Indicator	Data resources	Research method	Research focus
Students' Motivation in Learning English through Song Based Language Learning for The Students of Secondary Level	1. Song Based Learning 2. Students' Motivation	1.1 The Definition of Song Based Learning 2.1 Maintaining and Protecting Motivation	1.1.1 The definition of song based learning 1.1.2 The Benefit of song Based Learning 2.1.1 The definition of motivation 2.1.2 Intrinsic Motivation 2.1.3 Extrinsic Motivation	1. Interview 2. Observation 3. Documentation	1. Research approach: Qualitative Research 2. Type of research: Case study research 3. Research location: Junior High School 4. Data collection technique: interview, observation, documentation 5. Data analysis technique: Miles, Huberman and Saldana Model: Data condensation, Display data, Conclusion drawing 6. Data trustworthiness: Triangulation technique and source	1. How is the students' motivation in learning English using song based learning? 2. What are the impact of song based learning to motivate students' in learning English?

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

INFORMASI UMUM

A. IDENTITAS MODUL

Satuan Pendidikan	: SMP Negeri 8 Jember
Mata Pelajaran	: Bahasa Inggris
Fase/ Kelas	: D/ VII
Judul Bab	: Home Sweet Home
Materi Pokok	: My House
Alokasi Waktu	: 4 x 40 Menit (2 x Pertemuan)

Elemen	: Menyimak – Berbicara
Capaian Pembelajaran	: Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangandengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal daninformal. Dengan pengulangan dan penggantiankosakata, peserta didik memahami ide utama dandetail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan dirumah.

Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen	:	**Membaca – Memirsa**
Capaian Pembelajaran	:	Pada akhir Fase D, peserta didik membaca danmerespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentiikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

B. KOMPETENSI AWAL

Unit 1. My House

- Peserta didik mampu menjeleaskan ruangan di dalam rumah.
- Peserta didik mampu menjelaskan benda-benda yang ada di dapur

C. PROFIL PELAJAR PANCASILA

- Beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong dan berkebinekahan global.

D. SARANA DAN PRASARANA

1. Sumber Belajar Utama:

   - Buku pegangan guru

- Laptop, LCD, PC

2. Sumber Alternatif:

- Guru juga menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

E. TARGET PESERTA DIDIK

- Seluruh peserta didik

F. JUMLAH PESERTA DIDIK

- Maksismal 32 peserta didik

G. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka

H. MATERI PEMBELAJARAN

Unit 1. My House

- Talking about rooms in a house and things in the rooms.

KOMPETENSI INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Alur Tujuan Pembelajaran:

1. Peserta didik mampu menggambarkan kamar di rumah dan hal-hal di kamar

2. Peserta didik mampu berbicara tentang apa yang dilakukan dan digunakan orang untuk membersihkan rumah, dan

3. Peserta didik mampu memberikan petunjuk tentang cara melakukan sesuatu

B. PEMAHAMAN BERMAKNA

Unit 1. My House

- Berbicara tentang ruangan dirumah dan benda yang ada di dapur

85

C. PERSIAPAN PEMBELAJARAN

- Menyiapkan bahan ajar
- Menyiapkan alat dan bahan
- Menyiapkan rubric penilaian
- Menyiapkan alat penilaian

D. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Unit 1. My House

Kegiatan Awal

- Guru mengulas kembali materi pada Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan, guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam Chapter 2.

    Bahasa guru:

    "Good morning, everyone. Welcome back to my English lesson. In Chapter 2 we have learned a lot about favorite food and drinks and making favorite food and drink."

- Guru menjelaskan tujuan Chapter 3. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam Chapter ini.

    Bahasa guru:

"Today we are coming to a new topic. It is about parts of a house and taking care of our house. It is in Chapter 3 of the book. The title of the chapter is 'Home Sweet Home'. Are you familiar with the word 'home'? Yes, it is quite similar with house. What does 'home sweet home' mean? Yes, it means our house as the most comfortable place to live."

Kegiatan Inti

- Guru memperlihatkan gambar Galang dan rumahnya pada Picture 3.1.
  Bahasa Guru:

  "Do you remember this boy? Yes, he is Galang. Look at where he is standing. Yes, he is standing in front of his house. Later on, we will ind out what Galang's house looks like and what he has in his house."

- Guru mencetak *Picture* 3.1 dan *Picture* 3.2 dan kata-kata pada worksheet 3.1. Kemudian meminta beebrapa peserta didik untuk menempelkan nama bagian rumah dalam Bahasa Inggris pada gambar yang sesuai.

- Guru membahas bagian-bagian rumah bersama peserta didik.
  Bahasa guru:

  "I have some pictures of the house and the room. I post the pictures on the board. Do you recognise these rooms? Do you have them at your house? Here are the names of the rooms in English. If you have the room in your house, you can circle the picture as well as the name."

- Guru menampilkan sebuah video lagu tentang ruangan-ruangan yang ada didalam rumah dan benda-benda yang ada di dapur.

- Guru meminta peserta didik untuk mendengarkan dan mengamati secara seksama bagian-bagian dan benda-benda yang disebutkan dalam video yang ditapilkan.

- Guru membagikan gambar yang telah dicetak kepada setiap peserta didik. Kemudian meminta peserta didik untuk melingkari ruangan yang mereka punya di rumah mereka masing-masing.

  Bahasa guru:

  "I have a worksheet of rooms in a house. I will distribute this to each of you/group. There, you see some words of names of rooms in English and some pictures of rooms in a house. please circle the room that you have in your own house."

Kegiatan Penutup

- Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.

- Guru Bersama siswa menutup kegiatan dengan doa dan salam.

E. ASSESMENT/ PENILIAN

Kriteria Penilaian
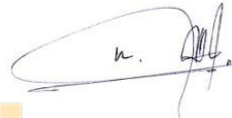
- Penilaian sikap berupa catatan/deskripsi kerja saat berprilaku dan mengerjakan tugas.

- Penilaian pengetahuan melalui hasil lembar kerja sisa

- Penilaian keterampilan dilihat dari praktik, keaktifan dan upayanya dalam belajar.

- Penilaian Akhir Sekor nilai 10-100.

Mengetahui,   Jember, 30 Oktober 2023

Guru Pamong   Praktikan,,

<u>Dwi Putri Nur Andriastuti, S.Pd.</u>   <u>Ayunda Wulandari</u>
NIP. 198712022023212008   NIM. T20196072
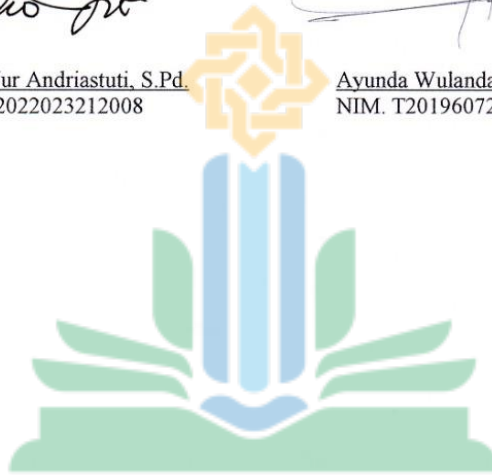
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 6

INTERACTIVE ENGLISH WORKSHEET

Name : ....

Grade : ....

Subject: English

Topic: Things in My House

A. Name these rooms correctly!
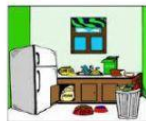
B. Name these objects correctly!

C. Match! (Drag and drop!)

| Armchair | Vase | Picture | Blanket | Wardrobe |

www.cecepgaos.com

LIVEWORKSHEETS

English Worksheets

Please fill in the blank the short story below!

My Beautiful House

I live with my family in a beautiful house. It is really clean and beautiful house. Our family has (………..) bedrooms. One for my parents, one for my brother, and one for me. Three of them have double beds and desk.

We have two bathrooms, In each bathroom, there is a toilet, a tub, and a showers. We also have a kitchen, living room, and dining room. In the kitchen there is a (………….) for frying, cooking pot, (………..) for eat, teapot, (………..) for cooking, (………..) for store food, and etc.

There is also a small garden behind our house. It is small yet clean, neat, and fresh. Garden in my favorite place in the house.

INTERACTIVE ENGLISH WORKSHEET

Name : Achmad Wildan M

Grade : 7a

Subject: English

Topic: Things in My House

A. Name these rooms correctly!

Kitchen

living room

Bathroom

Bedroom
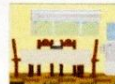
Dining room

B. Name these objects correctly!

Roll

T.V

Mirror

Chair

BPillow

C. Match! (Drag and drop!)

Armchair	Vase	Picture	Blanket	Wardrobe
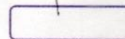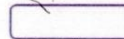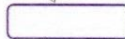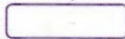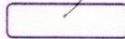
Ahmad Wildan M   NO: 2

English Worksheets

Please fill in the blank the short story below!

My Beautiful House

I live with my family in a beautiful house. It is really clean and beautiful house. Our family has (~~its the~~ 4) bedrooms. One for my parents, one for my brother, and one for me. Three of them have double beds and desk.

We have two bathrooms, In each bathroom, there is a toilet, a tub, and a showers. We also have a kitchen, living room, and dining room. In the kitchen there is a (Frying Pan) for frying, cooking pot, (Preparing Meals) for eat, teapot, (Making Tea) for cooking, (Culinary) for store food, and etc.

There is also a small garden behind our house. It is small yet clean, neat, and fresh. Garden in my favorite place in the house.

Appendix 7

DAFTAR NILAI ASESMEN TENGAH SEMESTER GASAL GASAL
TAHUN PELAJARAN 2023-2024
MATA PELAJARAN : BAHASA INGGRIS

KELAS : 7A

NO	NO INDUK	NAMA	P/L	LM1 TP1	LM1 TP2	LM1 TP3	LM1 TP4	LM2 TP1	LM2 TP2	LM2 TP3	LM2 TP4	LM3 TP1	LM3 TP2	LM3 TP3	LM3 TP4	LM4 TP1	LM4 TP2	LM4 TP3	LM4 TP4	LM5 TP1	LM5 TP2	LM5 TP3	LM5 TP4	LM 1	LM 2	LM 3	LM 4	LM 5	ASTS
1	8546	ACHMAD FUJIYANTO	L	85	85																			85					68
2	8547	ACHMAD WILDAN MABRURI	L	83	80																			81,5					80
3	8548	ADIEL ALBY PRAHMANA	L	85	85																			85					74
4	8549	ADINDA NAYLA AZZAFIRA	P	83	87																			85					70
5	8550	ADRIAN DAVYLLA NOUVEL WIDIANTO	L	83	87																			85					62
6	8551	AHNAF AMIR FADLY	L	85	80																			82,5					68
7	8552	ANDIKI ARMADA SUGIARTO	L	82	87																			84,5					52
8	8553	BERLIANTARA	L	82	80																			81					76
9	8554	CATUR DESTYA AYU PUTRI	P	90	87																			88,5					90
10	8555	FRISKA ASYIFA MAHARANI	P	90	87																			88,5					84
11	8556	KHALIFAH AZALIA	P	80	75																			77,5					40
12	8557	LINTANG ERLAN SYAHPUTRA	L	83	75																			79					72
13	8558	MAULITA HASANAH	P	83	78																			80,5					70
14	8559	MOCHAMAD RAIHAN AFANDI FAYYADH	L	83	85																			84					70
15	8560	MOH ABDUSSYUKRI	L	82	85																			83,5					54
16	8561	MOHAMAD ANDRE PUJIONO	L	83	85																			84					60
17	8562	MUHAMMAD FABYAN RABBANI DARMAWAN	L	85	80																			82,5					70
18	8563	MUHAMMAD FAHMI NUR YAZID	L	84	80																			82					68
19	8564	MUHAMMAD RIVALDI	L	82	87																			84,5					78
20	8565	MUTIARA PUTRI QOMARIA	P	83	90																			86,5					68
21	8566	NAJWA SALSABILA	P	85	90																			87,5					72
22	8567	NINDYA PUTRI NUR CALIZTA	P	90	87																			88,5					70
23	8568	NUR LAILATUL QOIMAH	P	82	87																			84,5					74
24	8569	OLIVIA PUTRI FEBRITA	P	83	87																			85					70
25	8570	RADITYA CETTAWISTARA	L	85	75																			80					82
26	8571	RAFEL WARDANA	L	85	80																			82,5					66
27	8572	RINO AKBAR ARYA PIRATA	L	86	87																			86,5					82
28	8573	ROMLATUL HASANAH	P	83	85																			84					58
29	8574	SELFIATUS VARDIYAH	P	90	100																			95					72
30	8575	SITI NURKARMILA	P	92	93																			92,5					84
31	8576	UBAIDILLAH KAMIL	L	82	85																			83,5					50
32	8577	VEBHIAN DWI ARDHANI	P	85	87																			86					64

Appendix 8

JOURNAL OF RESEARCH

Name : Ayunda Wulandari

SRN : T20196072

Title of Research : Students' Motivation in Learning English Through Song Based Language Learning for The Students of Secondary Level

NO.	DATE	ACTIVITIES	INFORMANT	SIGNATURE
1.	September 22nd, 2023	Asking for permission to do a research	Ahmad Nanang Rasyid, S.Pd.	
2.	October 24th, 2023	Discussion with English teacher related to materials and schedule of learning	Dwi Putri Nur Andriastuti, S.Pd.	
3.	October 31st, 2023	The first meeting	Dwi Putri Nur Andriastuti, S.Pd.	
4.	November 7th, 2023	The second meeting	Dwi Putri Nur Andriastuti, S.Pd.	
5.	November 14th, 2023	Interview students Student 1 Student 2 Student 3	Students at VII A	
6.	November 14th, 2023	Interview with a English teacher after the twice meetings	Dwi Putri Nur Andriastuti, S.Pd.	
7.	November 27th, 2023	Asking for a research finish letter	Ahmad Nanang Rasyid, S.Pd.	

Jember, November 27th, 2023
Headmaster of SMP Negeri 8 Jember

Tutuk Handiningtyas S, S.Pd.
NIP. 197606011999122002

Appendix 9

Documentation

The first meeting

The second meeting

Interview with teacher and students

AUTOBIOGRAPHY

PERSONAL IDENTITY

Name	:	Ayunda Wulandari
Place, date of birth	:	Lamongan, December 28th, 1999
Gender	:	Female
Address	:	Campurejo Panceng Gresik
Nationality	:	Indonesia
E-mail	:	wulandariyunda99@gmail.com
Major	:	English Education Study Program
Institution	:	UIN KHAS Jember

EDUCATIONAL BACKGROUND

NO.	SCHOOL/ INSTITUTE	PERIOD	MAJOR
1.	TK Muslimat Tarbiyatul Wathon	2003-2006	-
2.	MI. Tarbiyatul Wathon	2006-2012	-
3.	MTs. Tarbiyatul Wathon	2012-2015	-
4.	MA. Tarbiyatul Wathon	2015-2018	Social Science Major
5.	UIN KHAS Jember	2019-2023	English Education Study Program