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Students' Motivation in Listening English Songs Comprehension at SMP Muhammadiyah 5 Tulangan

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Abstract: Listening is one of the language components that must be learned by students because learning to listen is very beneficial for students to hone their sensitivity to hear English vocabulary. This study focuses on students' motivation in listening to English songs. The purpose of this study was to determine students' motivation and understanding in listening to English songs. This research employs a quantitative descriptive research design. The subjects of this research were 30 students in grade VIII SMP Muhammadiyah 5 Tulangan for the 2022/2023 academic year. Data collection techniques used in this study were observation, interviews and questionnaires. Observations were made prior to the study to find out the teaching methods that had been carried out during listening lessons. Interviews were conducted with English teachers to find out whether they had ever practiced listening song lessons. Questionnaires were used to determine the level of understanding and motivation of students. The measurement scale in this study uses a likert scale. The results of this study were analyzed descriptively to determine students' motivation and comprehension in listening to English songs. The benefit of this research is to increase the motivation and comprehension of VIII grade students in understanding English songs. The findings revealed that students' motivation to listen to English songs was very high, with an average of 86%. Meanwhile, the indicator of understanding in listening to English songs obtained an average student score of 81.11%.

Keywords: Students' Motivation, Listening English Song Comprehension, Effectiveness

Introduction

Listening is an essential part of learning English. Listening does not imply taking in what is said passively (Metsala, 2021). On the contrary, in order to understand the language, we must be active. As cited in (Silviyanti, 2014), Vandergift (1999) defines listening as follows. Listeners must be able to distinguish between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, and interpret in general, socio-cultural context (Baker, 2020; Brothers, 2019; Pals, 2020; Wang, 2021; Wolf, 2019). An incredible setting for a speech. Understanding speech, understanding the meaning of individual words, and understanding sentence syntax are all part of listening comprehension. (Ndig, 2013; Pourhosein Gilakjani & Saburi, 2016) as cited in the journal (Ahmadi, Seyedeh, 2016). Listening comprehension is thought to play a larger role in foreign language teaching and learning, and it is one of the most difficult tasks for a language learner (Leonard, 2019; Saeedakhtar, 2021; Vaezi, 2019). To listen to spoken language successfully, we must be able to figure out what speakers mean when they use specific words in specific ways on specific occasions, rather than simply understanding the word itself. A speaker who says "you are late" could mean one of three things: she is simply stating that you arrived late, she is complaining about having to wait, or she is amazed because she did not expect you to arrive late. The words spoken convey only a portion of the speaker's meaning; you, the listener, must recognize and interpret the other elements used to convey the message to you. We listen to obtain information, comprehend, and learn. Listening is also considered as one of the most important skills in teaching English (Babayiğit, 2020; Hsieh, 2020; Milliner, 2024; Tai, 2021). It is also compared to other skills such as writing, speaking and reading.

According to Hermawan (2012) Listening comprehension is influenced by two aspects: internal and external factors.

1. Internal Factors Hearing difficulties and physical conditions are two internal variables that may impair the listening process. The listening function is interrupted when a person has hearing issues or hearing damage that prevents waves from entering at a certain volume. Furthermore, if the student's physical state is unfit, he or she would be unable to focus on listening material. The other aspect is that ability to listen to everything we hear at the same time. Often listeners are only able to hear half of what others are saying verbally.

2. External Factor Environmental conditions, material factors, speakers, design, and speech strategies are also example of external factors. Listening may also be influenced by the material. Listeners will be more interested in new content than in previously released material.

Motivation is essential to begin learning anything, including motivation in listening to English songs to students, which is the impetus to sustain a long and often tedious learning process (Fung, 2021; Hao, 2022; Mahdavi, 2019; Tai, 2024). Individuals with extraordinary abilities are only partially able to achieve if they are not sufficiently motivated; motivational factors can affect all talents. According to Dörnyei, 2005 as cited in (Lee & Lin, 2019), a while

has it been recognized that motivation is an important factor in stimulating language acquisition and predicting future success. However, as explained by Dornyei, (2002) as cited in (Goctu, 2017), the teacher's role in the learning process is critical as a facilitator and motivator for students, as learner enthusiasm, commitment, and persistence are the primary determinants of success or failure. Apart from that students are motivated in listening to English song, a song's content can include not only entertainment but also a new method of learning a language. Playing and listening to song can help to set a positive tone for the day or the start of the classroom, or it can help to maintain a positive attitude throughout the day. Motivation is divided into two kinds, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motives that to be active or functioning does not need to be stimulated from the outside, because every individual already has the urge to do something. If someone already has intrinsic motivation in him, then he will be aware of doing something that does not require motivation from outside. Students are motivated to learn solely to master the values contained in the subject matter no other desires, such as praise and high marks. Different from extrinsic motivation, extrinsic motivation are active motives and function because of external stimuli. Extrinsic motivation necessary for students to learn.

Listening is an important skill to be concerned about because listening in one's native language appears to be easy to develop, but understanding listening in a foreign language requires considerable effort (Chien and Wei, 1998). Bozorgian and Pillay (2013) argue that listening is the very first skill that every learner has in their early unconscious learning; additionally, it is important in the context of a foreign language classroom. Chien and Wei (1998). Furthermore, for listening comprehension, students must have a variety of strategies that lead them to be successful learners, as only skilled students in using strategies can easily possess in listening comprehension (Lange, 2020; Namaziandost, 2019; Wong, 2021). One model of learning English in Junior High School is the development of listening skills in English. These goals are expressed in terms of Basic Competence in the Competency-Based Curriculum. Understanding the meaning of very simple transactional and interpersonal conversations in order to interact with one's immediate surroundings" is the fundamental competence of learning English in SMP/MTs. We recognize four language components when we learn English: listening, reading, writing, and speaking, which are the most important factors in teaching English as a foreign language. These components will help students' oral communication skills and written skills. Listening is the ability to receive and communicate techniques by which listeners can understand and rewrite what they hear. Various factors affect students' low English listening skills, including: students' lack of English knowledge, lack of justification of students' vocabulary, lack of students' English communication exercises in everyday life, and low student activity in understanding English.

The use of music and song in the English language classroom is not a new concept. Many researchers have demonstrated that music and songs are effective tools in the English classroom. Brand & Li (2009) advocates using songs to help create a natural speaking environment that is more closely linked to the intercultural communication skills students

need to understand English and be understood by others. Song lyrics are deeply embedded in cultural values, symbols, and beliefs. So, exposure to song lyrics, according to them, teaches vocabulary, grammar, rhythmic speech, phrases, and meaning. Teachers should include language learning strategy training in English lessons, with an emphasis on classroom activities, so that students' language skills can develop. (Yang, 2007). Besides, songs may be beneficial to students for a variety of reasons. Music activities are popular among young students. Song activities help students relax and are beneficial in the learning of a second language.

A research that has been done the purpose of this study, titled The Use of Song Lyrics in Teaching Listening in Junior High School Grade 8 in Bandung, was to Investigating students' reactions to the use of song lyrics in listening class, as well as the challenges that the teacher and students face when using song lyrics in listening class. The qualitative method was used in this study, which included a case study in one of Bandung's junior high schools. The information was gathered through classroom observation and a questionnaire. During the teaching program, data from classroom observation were obtained from video recordings, student checklists, and teacher field notes. The data analysis was presented in the form of a descriptive explanation, and the data collected from the questionnaire were analyzed and summarized using a frequency table, represented in graphs, and then described the phenomenon discovered. The findings of this study demonstrated the effectiveness of using song lyrics to teach listening. It is clear that the students thoroughly enjoyed their listening activity. As a result, they responded to the lesson positively and enthusiastically, and they easily engaged in the entire learning process. Middle and upper level students continue to struggle with listening skills. This is due to a lack of vocabulary, structure, and speaking abilities. Some students frequently complain about their lack of comprehensive listening skills. In the twenty-first century, it requires improvement and learning innovation. The study sought to ascertain whether there was an increase in learning outcomes following the use of YouTube as a learning media, how significant the impact was, and how the learning process using YouTube media was. SPSS 20 was used to process the data, which was then tested for normality and homogeneity before being processed using a paired sample test. The results revealed a 12.2941 percent increase. YouTube usage improved listening skills. Searching for material/information on YouTube, watching and listening to material, analyzing and distributing material to students and teachers were all part of the process. The recommendation was that teachers try to give students as much time and space as possible to improve their skills.

And the third research is to determine the extent to which the Learning Cycle 7e model influences student motivation in listening at the English Education Department, FKIP UMSU, during the 2017/2018 academic year, specifically in sub competence listening for developing diagrams derived from statistical data and information about the characteristics of objects or objects associated with numerical quantification delivered in the form of oral texts, in order to improve the students' listening skills. This is a quasi-experimental study that employs conventional experiment design. An ARCS model questionnaire for learning motivation, a test consisting of positive and negative statements, was used to collect data.

Using cluster random sampling on class C and B mornings, data was collected from 74 third semester students as respondents. In the C morning class, which had 33 students, the Learning Cycle 7E model was used, while the conventional model was used in the B morning class. According to the study's findings, using this learning model had a significant impact on students' listening learning motivation, as evidenced by the experimental class's average value of student motivation being 4.19 in the good category and 3.36 in the sufficient category.

Whereas next study aims to ascertain the impact of songs on young L2 learners' listening comprehension and pronunciation, as well as to discover any differences between male and female learners in achieving better results in learning listening comprehension and pronunciation through songs. 60 male and female elementary L2 learners aged 8 to 11 were randomly selected from two language schools in Isfahan, Iran, and assigned to four groups: two experimental groups, one of which contained 15 males and the other 15 females. There were also two control groups, one with 15 males and the other with 15 females. All groups took a pretest to ensure that the experimental and control groups were homogeneous. To analyze the data from the pretest, an independent-samples t-test was used. In addition, a two-way analysis of variance (ANOVA) was used to determine the answers to the study's questions. The findings revealed that using songs in L2 classes improved L2 learners' listening comprehension and pronunciation skills. It was also discovered that there was no significant difference in performance between male and female learners in terms of better results in listening comprehension and pronunciation. The implications could be that incorporating songs into language teaching curricula is an invaluable asset for improving all language skills, particularly listening comprehension and pronunciation. And conducted by Vahdat & Eidipour (2016) the goal of this study was to compare two methods of teaching listening comprehension to Iranian junior high school students: Traditional mode and computer-assisted language learning (CALL). It also sought to investigate the teacher's role in the CALL classroom. The research was empirical and used quantitative methods. A listening test, a pre-test, a post-test, and an observation provided the data. To analyze the data, descriptive statistics (mean and standard deviation) and T-tests (paired sample t-test and independent sample t-test) were used. The findings revealed a statistically significant difference between the traditional and CALL modes of communication. As a result, it appears that the CALL mode improves students' listening comprehension skills more effectively than the traditional mode. The researchers concluded that the nature of the EFL teacher's role in CALL class differed from that in traditional class based on their findings.

Based on previous research, there are several problems faced by high school students in learning English, one of which is listening. Based on the results of observations made before conducting research at SMP Muhammadiyah 5 Tulangan it is known that there are still some VIII grade students whose listening skills in English are classified as lacking. To overcome this, the teacher applies songs in learning English to improve listening skills and also students' language finds out some of the problems faced by junior high school students in Indonesia regarding English subjects. One of the private schools in Sidoarjo that has

implemented listening learning, to determine the level of comprehension and motivation to listen to English songs to students, researchers conducted survey research by giving questionnaires to students who contains statements of comprehension and motivation to listen English song. The researcher posed the following research question: So, how does the influence of English songs motivate listening comprehension for 8th grade students of SMP Muhammadiyah 5 Tulangan. Therefore, the purpose of this study was to find out the comprehension and motivation in listening to English songs for SMP Muhammadiyah 5 Tulangan students.

Methodology

The design of this study is quantitative-descriptive because this study aims to determine students' motivation and comprehension in listening to English songs. Qualitative descriptive (QD) is a term used in qualitative research for a descriptive study. This type of research is commonly used in social phenomenology (Polit & Beck, 2009, 2014). Descriptive qualitative (QD) is focused on answering research questions related to the questions of who, what, where and how an event or experience occurs until finally it is studied in depth to find patterns that emerge in these events (Kim, H., Sefcik, J. S., & Bradway, C., 2016). In summary, it can be explained that descriptive qualitative (QD) is a research method that moves on a simple qualitative approach with an inductive flow. 34 The researchers conducted quantitative research in the form of a descriptive study with a survey methodology. According to Sugiyono (2009, p.102), a research instrument is a tool used to measure observed natural and social phenomena, which are referred to collectively as research variables. In this study the data were obtained from questionnaires. The samples taken were students of SMP Muhammadiyah 5 Tulangan. The sample for the questionnaire was grade 8 students with a population of 90 people and a sample of 30 students in this study. The questionnaire contains 10 statement items. The statement will be entered on a four point Likert scale; Strongly Agree, Agree, Disagree, Strongly Disagree. This study uses a quantitative descriptive research design with a questionnaire design for SMP Muhammadiyah 5 Reinforcement students to find out how effective English songs are in listening comprehension and motivation when learning in class. The researcher conducted a survey to students by giving a questionnaire to find out students' comprehension and motivation after being given a listening test by the teacher during English lessons. After the students answered the contents of the questionnaire, the researcher will know the number of students in motivation and understanding of English songs.

According to Suharsimi Arikunto (1993:121), an instrument is a tool for when the researcher uses a method. According to Suharsimi Arikunto (2005: 101), "The data collection instrument is the selected tool and used by researchers in their activities to collect agar these activities become systematic and facilitated by it. Instruments are needed to make the work done easier and the results are better, in the sense of being more thorough, complete and systematic so that the data is easier to process. Instruments or tools used in this study in the form of a questionnaire. Questionnaire is used for investigate the subject's opinion about a

matter or for disclose to respondents. According to Suharsimi Arikunton (2002: 128), "Questionnaires or questionnaires are a number of questions or statement used to obtain sample information in meaning personal reports, or things that he knows." According to Sugiyono (2009: 142), "The questionnaire is a technique data collection is done by giving a set questions or written statements to respondents to answer. According to Hadi Sabari Yunus (2010: 372), "The questionnaire is nothing else is a collection tool in the form of a list of questions, but filled out by the respondents themselves. In this study's instrument is a written test which students were asked to fill out a questionnaire from Dani Fitria Brilianti (2021) that containing statements about motivation and comprehension of English songs and the researcher will know the number of students in terms of effectiveness in comprehension and motivation to listen to English songs.

In this study describes two variables, namely variables independent (variables whose variations affect other variables) and the dependent variable (a research variable that is measured to influence the magnitude of the effect or the influence of other variables), Researchers can control all external variables that affect the course of the experiment, thus the internal validity or quality of the implementation of the research designcan be relied upon (Sugiyono, 2017, p. 112). The variable in this study among the independent variable is student's motivation in listening comprehension. The dependent variable is the effectiveness of English song.

In data analysis, researchers will use a likert Scale which is used to describe the data that has been collected during the quantitative research process. The Likert scale is a measurement scale developed by Likert (1932). Scale Likert has four or more items question that combined so form a score represents an individual trait, for example knowledge, attitude, and behavior. In data analysis process, composite score, usually sum or average, of all items questions can be used. In order to determine the level of certainty in research this, then use the Likert Scale method. Respondents choose one of the available options to indicate their level of agreement with a statement. Researchers provide four choices of scales with a format like; Strongly Agree/Sangat Setuju (SA), Agree/Setuju (A), Dissagree/Tidak Setuju (D), Strongly Dissagree/Sangat Tidak Setuju (SD). Then the researcher will calculate the results of the respondents' answers as follows and refers to Table 1:

$$P = \frac{F}{N} \times 100\%$$

Description:

P: Presentation

F: Number of responses from respondents

N: Number of respondents

Criteria for assessing the level of students' motivation and comprehension of English songs will then be analyzed using the following table:

Table 1. Criteria for Assessing the Level of Students' Motivation and Comprehension of English Songs

No	Criteria	Interval
1.	Very high	76% - 100%
2.	High	51% - 75%
3.	Low	26% - 50%
4.	Very low	0% - 25%

Result and Discussion

One aspect that encourages the success of each individual's learning is learning motivation. Each student has different learning motives. Some SMP Muhammadiyah 5 Tulangan students are highly motivated and understand English songs, while others are less enthusiastic and understand English songs. There are environmental factors and internal factors that influence students' willingness to learn. These external factors have a positive and significant impact on motivation and comprehension. Attention to environmental factors influences increased student motivation. Furthermore, self-factors influence student motivation and comprehension. The students themselves may be motivated to listen to this English song. Students' desire will enable them to comprehend what they receive.

Based on data from the results of research activities given to students of SMP Muhammadiyah 5 Tulangan through a questionnaire of 30 students, the following results were obtained:

Table 2. Analysis of Motivation and Comprehension English Song

No.	Indicator	Outcome	Category
1.	Feeling happy when students listen to English songs	86,67%	Very high
2.	Students enjoy listening to English songs	93,33%	Very high
3.	Students' motivation to learn English through songs is very high	83,33%	Very high
4.	Listening to English songs activities in class are very enjoyable	80%	Very high
5.	Students never miss listening to English songs in class	86,67%	Very high

No.	Indicator	Outcome	Category
6.	Students can understand English songs in their own way	83,33%	Very high
7.	Students feel confident in their ability to listen to and understand English songs	76,67%	Very high
8.	Students are able to listen to and understand the English songs they hear	83,33%	Very high
9.	Students never feel difficulty when listening to English songs	73,33%	High
10.	Listening to English songs activities in class greatly help students' comprehension	70%	High
	Average		**81,67%**

Based on Table 2 with descriptive analysis it is known that the students' responses after listening to English songs. This can be seen from the indicator there is a feeling of pleasure when students listen English song as big as 86,67% with very high category. Students enjoy to listening English song as big as 93,33% with very high category. Students' motivation to learn English through songs is very large as big as 83,33% with very high category. The activity of listening English song in in class is very fun as big as 80% very high category. Students never missed listening English song in class as big as 86,67% with very high category. Students can understand English songs in their own way as big as 83, 33%. Students feel confident in their ability to listen and understand English song as big 76,67% with very high category. Students are able to listen and understand the English songs they hear as big as 83,33%. Students never feel difficult when listening English song as big as 73,33% with high category. Listening to English songs in class improves students' understanding by as much as 70% in the high category. The average level of motivation and understanding of students in listening to songs is 81.67% in the very high category.

On indicator the activity of listening to English songs in class really helps students' understanding, got a percentage of 70% because this indicator has the lowest percentage among the other indicators, it can be classified as low student motivation. This could be due to the fact that the activity of listening to English songs in class is not done every week, but only when listening to material, causing students' understanding to be lacking in this regard. There are 3 indicators that have the same number of percentages namely students' motivation to learn English through songs is very large, students can understand English song in their own way, students are able to listen and understand the English song they hear. The three indicators have the same number of percentages 83,33%, This can be attributed to students' strong desire to understand English songs, as well as the availability of technological aids such as an internet network connection that allows them to easily access information or songs they want to hear, thereby stimulating students' interest in listening to English songs based on their preferences listen. The student's drive and the need

to listen and understand are instinctive characteristics that emerge within students when they are exposed to new things that pique their interest. According to the result, it can be concluded that students enjoy listening to the music because they are always stay up to date with new songs from their favorite singer and spend more than five hours to listen to the music. It shows that English songs can also indirectly improve students' independent learning. Aminatun & Oktaviani (2019) infer that an application that can be used anywhere and anytime.

Learning English through song is one of the alternative solutions that teachers can use to teach their students listening comprehension. Student motivation and comprehension can be increased through listening to English songs. This is in line with the results of research conducted by Afriyuninda & Oktaviani (2021) which states that data analysis can show the progress of students' mastery of listening skills during the activity. This result demonstrates that English songs improve listening skills. Rahbar & Khodabakhsh (2013) propose that listening to English songs can help EFL learners improve their listening comprehension skills. Using songs in the learning process, particularly in the listening lesson, allows students to improve their listening skills as one of their meaningful strategies for overcoming listening problems. English songs can motivate students to participate in class, they are interesting, and they can perform well on a listening task.

Students enjoy listening English song is one of the highest indicators among other indicators that getting a percentage 93,33%, This is due to the fact that not all students who do not understand English songs are hesitant to listen to the song; therefore, in order to understand English songs, students must first have a strong interest in listening to English songs, and students must have a supportive learning environment. Everyone is motivated by a strong desire to succeed. Students who are driven to succeed will work tirelessly to achieve their goals.

Conclusion

Based on the data and discussion above, it can be seen that the motivation and learning of class VIII students of SMP Muhammadiyah 5 Tulangan in listening to English song is very high, it can be seen that in this indicator there are more very high categories. Using songs in the learning process, especially in the listening lessons, makes students able to improve their motivation and comprehension. Based on the results of the research above, the researcher suggests to the school to use songs as a tool in learning English at all grade levels to increase students' motivation and understanding in listening to songs. In addition, listening to English songs can improve students' ability to understand vocabulary.

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