

CHAPTER I

INTRODUCTION

This chapter presents about the problem of students at SMAN 2 RambahHilir. It is about background of the problem which tells about English and students' motivation in learning it. Setting of the problem contains about main problem. The limitation of the problem is the focus of the researcher in this research. Formulation of the problem contains a research question. Purpose of the research is to describe about purpose which will be gained through the research' process. Significance for the research describes about contribution related to the research result. This chapter ends with the definition of the key terms.

A. Background of the Problem

Every human in this world needs to interact with each other, and language is the most important aspect of human interaction. Language is important do communication. Language is the main source of communication. Without the existence of language, people will have difficulty communicating with others. Especially in the era of globalization, communication is needed and information is also widely used in English. The Ministry of National Education of Colombia (hereinafter MEN, 2004) say that, English is the most important foreign language. Communicating in English has become a core competence that should be developed in all academic contexts.

Motivation is an important aspect in a learning process, not only in learning a language but also in other subjects. If the teachers or the parents can motivate their students in learning something it can of course initiate their willingness in learning. Giving motivation can make the students realize the benefits and the goal of what they are learning. The motivated students can make learning as their habit and giving motivation can improve their achievement in learning.

Motivation is very important because it has a close relationship with learning goals. If they have high motivation in learning, they will have the desire to study hard to achieve goals. So motivation is an important aspect for every student to achieve learning goals.

Motivation is a kind of supporting effort to reach the goal of the study. A student makes some efforts in learning to reach the goal in their study. A good motivation in learning can give a good achievement. In other words, the student's achievement depends on their motivation in learning. The teachers can motivate the students to improve the Learning English. Motivation is important in learning English, students can be change because motivation. According to Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something. Based on the expert students can be change and doing something new. Motivation is key in language learning (Dörnyei, 1998). It is an important element that a learner needs in order for learning to take place. Students usually learn what they need or want to learn, but they have a hard time learning something which they are unmotivated for.

One of the problem, most of students has low motivation in Learning English, because some students consider that English is difficult: they easily bored and lazy to learn, they also had difficult in understanding the material given by the teacher. In the case, the teachers can motivate the students by invite the students to singing English song. English songs are often used in learning procces. The main purpose for using song are both for introducing and improving English. It is because songs can help in developing English Language.

Therefore, After inviting singing teacher hopes to increase motivation to learn English in the second grade of high school. It can also make students more willing to speak English because English is very important in the word and English is the language of globalization. Students usually learn what they need or want to learn, but they have a hard time learning something which they are unmotivated for.

Based on the problems above, researcher wants to observe The Eleventh Grade, because student lack in motivation, researcher invite singing together to motivate the students. So, with invite students to singing together before study can improve the spirit of students in learning English. This is the reason why research entitled “Students’ extrinsic motivation in learning English at eleventh grade SMAN2 RambahHilir”.

B. Setting of the Problem

Based on all problems above, some of students at SMAN 2 RambahHilir still had difficulties in speaking. For example, some of the student’s lack of vocabulary and students are not confidence with learning English in the environment school or environment family. Most of students have low motivation in learning English because some students consider that English is difficult to lesson and difficult to practice. Then, environmental factors are less supportive for English, from school environment, family environment, and also the teacher did not have the best technique to make students interest in learning English. It can make students lazy and bored in learning English.

Many students think that learning English is very difficult and boring. Concluded from Students lack of is motivation. Researcher tried to arousing enthusiasm for learning by inviting singing together to motivate students. This problem, make researcher interested to know how to motivate the students by inviting singing before learning to improve speaking skills in English at eleventh grade at SMAN 2 RambahHilir.

C. Limitation of the Problem

Based on the problem stated above, it is very important for researcher to limit the problems. The researcher would like to limit this research only to the analysis of the students’ extrinsic motivation in learning English.

D. Formulation of the Problem

From statement above the researcher has limited the problem of this researching second grade. This research is formulated in the following the question: “How is students’ extrinsic motivation in learning English at the eleventh grade SMAN2 Rambah Hilir ?

E. Purpose of the Problem

The purpose of this researcher find out students’ extrinsic motivation in learning English at eleventh grade SMAN 2 Rambah Hilir.

F. Significance of the Research

There are some significance of the researcher can be found in this research. First, students hopefully are able to know about their interest in learning English and increase it as soon as possible. Second, this research hopefully can be guidance about what an English teacher should do to increase students’ motivation and interest in learning English. Last, this research hopefully can be one of the references for those who want to conduct a research about the students’ motivation in learning English at the senior high school.

G. The Definition of The Key Terms

1. Motivation: Brown (2001), define that motivation is extent to which you make choices about goals to pursue and the effort you will devote to pursuit. So, Motivation important in learning process because can raise spirit of the students.

2. English Song: English song is a tool for learning English and increasing learning motivation in English. Rosova(2007) claimed that songs have a place in the classroom for helping create a friendly and co-operative atmosphere for language learning, but they can offer much more. He also mentioned the idea that, songs are effective tools in

education. From the statement above, (Kanel, 1997) pointed that some research has shown that using songs improves listening comprehension, and develops pronunciation. The most important reason for using songs in the classroom would be to bring students into contact with authentic language.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about the review of the related theories where the researcher puts the opinion from the expert. It also describes about a review of related findings and a conceptual framework that used the researcher as a literature review. The researcher puts some theories related to the title of this research to support this research.

A. Review of The Related Theories

I. The Nature of Motivation in Learning English

Motivation is something that a very important role in enhancing students' English learning performance. Masgoret and Gardner (2003), say that that motivation is responsible for achievement in a second language. Therefore, motivation is very important to influence student development. It is for a learner to be motivated, he needs to have something to look forward to, a purpose related to goal or objective. From the statement above, motivation is one of the factors that influence something which pushes someone to reach the goal whether in education or in any other field.

Motivation is 'commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action' (Brown, 1994). Bruner (1996) says that students should be motivated to improve their English by strong desires called 'self-reward'. Many scholars around the world have acknowledged that motivation as one of the most important factors for getting good study results and getting a better job. Marlina (2007) also explains, which related to students' motivation in learning English as the second language found that most of the students learn English because they want to get a better job, as they know English is an international language. House (1997: 10) say that, when we motivate different people, then the way to provide motivation is also different

because humans have different traits and characters. As House explains, children are given motivated by an individual or a group. A Teacher must understand how to keep children interested in learning English and be able to understand each individual student's abilities.

There are many different definitions for the term of motivation. According to (Paul and Don, 1994), in psychology, motivation is a force that energizes and directs behavior towards a goal. According to Elliot and Covington (2001), motivation gives the reasons for people's actions, desires, and needs. 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. According to Harmer (2007:98) Motivation can also be defined as a kind of internal drive which pushes someone to do things in order to achieve something. When completing or even working on a task, one person could get joy from the task itself or from the sense of satisfaction, and the motivation comes from here. On the other hand, motivation is defined specifically by four aspects of motivation. They are a goal, effortful behavior to reach the goal, a desire to attain the goal, and positive attitudes towards the goal.

Wina Sanjaya (2010: 249) said that the process of learning motivation is one of the most important dynamic aspects. It often happens that underachievement students are not caused by a lack of ability, but it is because there is no motivation to learn, so he does not try to direct all of his abilities. Motivation to learn is something that exists in an individual where there is an urge to do something to achieve goals. According to Mc Donald in Komori (2016: 229) motivation is a change of energy in someone's personality that is characterized by the emergence of affective (feelings) and reactions to achieve goals. Thus the emergence of motivation is marked by a change in energy in a person that can be realized or not. According to Woodwort (1995) in Wina Sanjaya (2010: 250) that a motive is a set that can make individuals carry out certain activities to achieve goals. Thus motivation is encouragement that can lead to certain behaviors that are directed to the achievement of a particular goal.

Maltby (1995:207) define motivation as what energizes us and directs the activity to achieve the goal. The energy and direction are derived from the learner's mind to reach the goal which is as the center of motivation. He can conclude that motivation is the energy and direction of the behavior of the people in the learning process that drives them to do a particular action in order to achieve goals. The researcher can define that learning motivation is the energy of the people to achieve learning goals that cover

Ulate Nuria Villalobos (2008) also explain a distinction between extrinsic and intrinsic motivation. The former is caused by any number of outside factors such as personal needs or goals; the methodology used in the classroom also influences the degree to which the students feel motivated towards learning. On the other hand, intrinsic motivation comes from within the individual and so a student feels motivated to learn if he or she finds enjoyment in the learning process itself. Therefore, it is the teacher's responsibility to help learners discover this self-motivation, and provide activities in class so that extrinsic motivation will take place.

From the definition above can be concluded that motivation is a kind of inner drive, desire, needs, the interest of someone that encourages someone to do something or to achieve something, and the force to get something. There are some types of motivation from some expert as follows: curiosity, perseverance, ego involvement positive task-oriented through a learning experience.

a) Types of motivation by Firooz Sadighi& Leila Anjomshoa

FiroozSadighi& Leila Anjomshoa (2015:126) Intrinsic/extrinsic motivation refers to whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivating action that is, sense of autonomy and the desire is self-initiating and self-regulating while in extrinsic motivation

there is an anticipation of reward from outside, and a person is motivated from an outside source rather than the self. So both types of motivation have differences, intrinsic motivation is from him/herself and extrinsic motivation is from outside.

b) Types of Motivation by Abeysekera & Phillip Dawson

Abeysekera & Phillip Dawson (2014), motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

a) Intrinsic Motivation

Intrinsic motivation refers to those actions individual that interesting and enjoyable. Social contexts that enhance feelings of competence during action will enhance intrinsic motivation for that action. Intrinsic motivation also come from within individual to make an effort to achieve the goal. Harmer in Istianti (2013; 11) say that, intrinsic motivation takes a vital role in the result of the students' language learning. Many students bring to extrinsic motivation to the class. They may perceive no interest about language learning classroom. Therefore, it become teacher's role to create intrinsic motivation in the classroom to maintain students' learning.

That is, intrinsic motivation will only occur for those learning activities that are novel, challenging or provide an aesthetic value for students (Ryan & Deci, 2000a, 2000b). The freedom to be intrinsically motivated is found to decline as students move up from primary to tertiary education. Only a minority of students enrolled in contemporary higher education institutions are found to be intrinsically motivated. The vast majorities are found to comprise students who are driven by extrinsic motivations due to increasing social demands.

Intrinsic motivation is defined by Gardner as the learner's orientation regarding the goal of learning a second language. Motivation is divided into two basic types: integrative and instrumental. Integrative motivation is the main component in helping the learner to develop some level of

proficiency in the language. Instrumental motivation is characterized by the desire to obtain something practical or concrete from study of a second language (Hudson, 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as applying for a job, requesting higher pay based on language ability, meeting the requirements for the school or university graduation, reading technical material, translation work or achieving higher social status. Although both types of motivation are very important in success, evidently integrative motivation which has been found to keep on long-term success when learning a second language or foreign language and then, a study conducted by Greer shows that when the textbooks and the teaching techniques used in class provide more opportunities for conversation practice, more than half of the students he surveyed show good integrative motivation.

b) Extrinsic Motivation

When a student is motivated by an external reward, such as a specified task being required to get a certain grade in an assignment, they are motivated extrinsically (Ryan & Deci, 2000). Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Harmer stated that external motivation has some external factors:

1) The Goal

According to Harmer (2007:99): Goal is the one of the strongest outside sources of motivation which students perceive themselves to be learning for. When the students want to learn English because any external factors. The external factors drive the students to learn English because the students want to achieve it. For example some students have any goals when they learn English, such as they want to get a good score in final exam, they want to learn English

because they want to get a good job, and they may want to continue their study overseas.

2) The society we live in

“Outside any classroom there are attitudes to language learning and the English language in particular” Harmer (2007:999). The students want to learn English because their society. For example, they learn English because they want to look smart by the society.

3) The people around us

In addition to the culture of the world around them, students' attitudes to language learning will be greatly influenced by the people who are close them Harmer (2007:99). Learning English are very important to communicate with the peoples around the world. Learning English makes people more confident if they can master English.

From the statement above it is assumed than extrinsic motivation is caused by factors from outside from student. It can be from parent, teacher, and environment. In this research the researcher only focused at the extrinsic motivation.

c) Types of Motivation by SupiahWagio

WagioSupiah (2018) explain that In English learning motivation is recognized in two types. They are integrative motivation and instrumental motivation.

1) Integrative motivation

It is defined as the learner's orientation with regard to the aims of learning a second or foreign language, that students who are successful when learning a target language are those who like the people that speak the language, and have a desire to become familiar with or even integrate into the society in which the language is used. Moreover, integrative motivation is the main component in helping the learner to develop some

level of proficiency in the language when someone becomes a resident in a new community that uses the target language in its social interactions.

2) Instrumental motivation

Instrumental motivation in contrast to integrative motivation is the form of motivation referred to as instrumental motivation. It is characterized by the desire to obtain something practical or concrete from study of a second language (Hudson, 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for the school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. While both integrative and instrumental motivation is important elements of success, it is integrative motivation which has been found to keep on long-term success when learning a second language or foreign language.

d) Types of Motivation by Woolfolk

Woolfolk (2004: 351) also explained that motivation there are two types intrinsic motivation and extrinsic motivation. Intrinsic motivation is internal motivation to do something for the sake of something itself (the goal itself). Extrinsic motivation do something to get something else (a way to achieving goals). Extrinsic motivation is often influenced by external incentives such as reward and punishment. A teacher must pay attention to students in getting both motivations to improve student achievement in learning. Achievement motivation encourages someone to study hard for achieve the desired goals. There are at least 6 indicators of student learning motivation (HerminartoSofyan and Hamzah B. Uno, 2004: 24): The first, the desire and desire to succeed, second, the drives and needs in learning, third, the hopes and ideals of the future, fourth, appreciation in learning, fifth, interesting activities in learning, the last, conducive learning environment.

e) Types of Motivation by Deci and Ryan

Deci and Ryan (1985, 1991) explain that, there are two type of motivation most related to school achievement.

1. Intrinsic Motivation

In general, intrinsic motivation refers to an activity for itself and for the pleasure and satisfaction derived from participation (Deci, 1975). An example of this would be students going to school because they like to learn.

2. Extrinsic Motivation

Contrary to intrinsic motivation, extrinsic motivation pertains to a wide variety of behaviors in which the goals of action extend beyond those inherent to the activity itself. They are behaviors which are engaged in as means to an end and not for their own sake (Deci, 1975). They claim that there are four types of extrinsic motivation as follows:

a) External Regulation

External regulation corresponds to EM as it generally appears in the literature. That is, an action is regulated through external means such as rewards and constraints. An example of this would be students going to school to avoid a punishment or to get a reward from their parents.

b) Introjected Regulation

Next is introjected regulation, which refers to a regulation that is internal to the person but has not been accepted as his or her own. Introjected people engage in an activity due to guilt or compulsion or to maintain their self-worth (Koestner and Losier, 2002). An example of introjected regulation is a person who goes to church every Sunday because he fears a negative effect in the afterlife or the negative reaction of his peers at a church event.

c) Identified Regulation

If a person has personally identified with the importance of a behavior and accepted it as a regulation of her own because it benefits her in achieving a goal, she's motivated by identified regulation. With this form

of motivation, the individual doesn't have to find enjoyment in the behavior, and there doesn't have to be an immediate reward. The person also isn't motivated by guilt or shame: She simply recognizes that a behavior is beneficial toward her development and adopts that behavior as her own.

For instance, a person may recognize that studying grammar for English class is an important means to the end of becoming a successful writer. This is a subcategory of external motivation that's more self-determined and personal than external regulation: External regulation may be for a more immediate positive reward, while identified regulation is used to achieve an end that affects an individual's personal well-being and desires.

d) Integrated Regulation

Integrated regulation relates to engaging in the activity because it is concordant with an individual's other personal goals and values. According to Deci & Ryan (1991) say that, the urge of someone in doing something that is in accordance with self-concept and aims to get certain results so that the behavior is considered important.

II. Motivational Function in Learning

The success of the teaching and learning process is influenced by student motivation. Teachers as educators need to encourage students to learn in achieving their goals. There is explanation about motivational function in learning by WinaSanjaya (2010: 251-252) there are two motivational functions in the learning process propose. The first, Encourage students, Everyone's behavior is caused by impulses that come from within called the motivation. The size of a person's enthusiasm for work is largely determined by the size of the person's motivation. Students' enthusiasm in completing assignments given by the teacher on time and want to get good grades because students have high motivation to learn. The second, As a director, the behavior exhibited by each individual is

basically directed to meet their needs or to achieve predetermined goals. Thus Motivation functions as a business driver and achievement. Good motivation in learning will show good results.

So the existence of motivation will provide encouragement, direction and actions to be carried out in an effort to achieve the goals that have been previously formulated. The function of motivation as a business booster in achieving achievement, because someone doing business must encourage their desires, and determine the direction of his actions towards the goals to be achieved. From the explanation above, students can select actions to determine what must be done that is useful for the goals to be achieved.

III. English Songs

If well planned, applied and evaluated, songs can become useful tools for language teaching and learning. Also, if the right songs are chosen, learning can become a fun and memorable experience. It is proven that children love playing, singing songs, and experiencing English with their senses. Similarly, Martin (2000: 69) points out that songs and rhymes represent powerful features of primary language programs. Having this in mind, teachers have to do anything to make their learners happy, cheerful, and satisfied.

Singing is an activity that can cause feelings of pleasure. Inviting singing English songs in English classes can make students relaxed because singing is activities that have fun content, and relaxing features influence the development of language in children. Children, in general, like songs, and if songs are used for learning a language, then children will be enthusiastically accept them. One key factor is that children are not aware of the fact that they are learning through songs, and therefore they see them as a pleasant and fun part of English lessons. According to Brno (2007:14) no one knows why songs are powerful, but everyone knows from a personal point of view they are and Songs contain the power of

music as well as the power of lyrics. While music touches our hearts, the lyrics and their words flow into our minds and so they draw us into their own world. Apart from this, songs serve as a good source of pronunciation, intonation, and accent practice, but also as a practice of listening skills and vocabulary development.

We know that children love playing and singing. According to ShaheenAra (2009) said that children have a natural taste for music and because of that English language teachers around the world use such enjoyable and supportive means for children to improve language learning and acquisition. Martin (2000:69) also explains powerful features of primary language programs are songs and rhymes. Children prefer to learn if it is associated with daily activities (Paul, 1996: 6). This statement explains that children prefer to do something they like and that makes them more able to understand the lessons given.

When singing, students develop listening comprehension, learning pronunciation, understanding intonation, and adding new vocabulary. The song also helps increase their confidence in learning English. In the end, if the song is interesting, students will sing outside the classroom (Roth, 1998: 53). According to Green (Nelson and Son, 1986) the rhythm that verses of a song contains aids the development of children's language fluency, while rhyming words of a song help children focus on pronouncing them correctly. She also believes that students are always invited to sing English songs. it will increase vocabulary and confidence.

Sevik's (2011: 1029-1030) explains some conclusions about characteristics of using songs in learning English as follow: Songs are great tool for language learning at an early age, regarded as an excellent memory tool, provide a variety of comprehensible input, create a safe and natural classroom ethos, lyrics are repetitive nature and result in language fluency and Through songs can become best tool Listening and comprehension. In addition, Griffee (1988) identifies the benefits of songs in learning English as follow, the first, Songs and music lower anxiety.

Because song creat pleasant situation and free environment, second, Songs are useful for teaching vocabulary or as an additional component for vocabulary development, third, Songs serve as an excellent listening material, fourth, Songs and music can be used to support grammar presentation, practice and revision, five, Songs and music bring various cultures into the classroom.

From the definition above, it can be concluded that songs as a tool in learning English with fun and more be relax. By using songs the researchers hope students will prefer English and when learning English by singing can increase student motivation.

IV. The Relationship Between Song and Motivation in Learning

The students can increase motivation in learning English with some media such as singing English song. In learning process, motivation and song have correlation, it can proved by Sahin', SuleY.e.,Secer', YavuzErisen' (2016) they said, the found some media that can improve the students' motivation in learning English such uas songs, game, and also movie or film. Song is one media that interest, also can change students feeling to be happy. In learning process, students motivation is the most important to make students easy to get knowledge. So, the use of song in learning process, the students are expected can increase students motivation in learning.

We know that song is also related to increase student motivation in learning. According to AinoerRoffiq, IkhwanulQiram, and GatutRubiono (2017:35-40) said that One that can influence learning motivation is an interest in music. For helping learners to develop their multiple intelligences, Simpson (2000) believes that through well-planned teaching activities, linguistic intelligence and musical intelligence can benefit each other.

Soothing sounds can affect brain performance and prevent learning difficulties due to anxiety in the learning process (Susanti DW, Rohmah

FA, 2011). Everyone knows that how powerful music influence for our feelings and energy levels. We use music to create desired moods-to make us feel happy, to enjoy movement and dance, to energize, to bring back powerful memories, to help us relax and focus. Therefore song and motivation are very related because using songs when learning can increase student motivation.

B. Review of related findings

In this research, the researcher puts some of the previous related researches to compare them with this research. Some of the researcher is follows:

The first, NihadaDelibegovicDzanic (2016) on their research “The Effect of Using Songs on Young Learners and Their Motivation for Learning English” the purpose of the research is to verify and confirm the effectiveness of using songs as a means to improve young learners’ English language vocabulary and to determine whether songs influence young learners’ motivation to learn English. It also discusses how songs influence motivation and the connection of songs with some language learning theories. Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners’ motivation to learn English. The paper deals with theoretical explanations of young learners, listening skills, and different aspects of using and teaching songs. It also discusses how songs influence motivation and the connection of songs with some language learning theories. The analytical part of the paper explains the procedure and the results obtained from the pre-tests, post-tests and delayed tests for three different children’s songs as well as from the questionnaire that was done in order to collect information about motivation provided by songs. The results showed that

songs have a positive influence on vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experience, and enhance their knowledge. Songs aid motivation and help learners develop a love for language learning. Students motivated in this way are imaginative, creative, and eager to learn and succeed. English language vocabulary and to determine whether songs influence young learners'

The second, SupiahWagio (2018) on their research "Analysis of Students' Motivation in Learning English at Senior High Schools". In this research I explain This study used quantitative as well as descriptive method and is designed to find out some information from actual condition. Then, a set of questions or questionnaire was used to collect the data and then analyzed and computed the answers of the respondents to find out the value and mean value of each kind of motivation. Based on the result of the study, the researcher found that most of the students have little motivation in learning English. They tend to have instrumental motivation. They have enough self-confidence in understanding oral communication, reading, writing, and speaking but the aspect of culture is less exposed in English language learning. The teachers of English should use the students' own motives for joining the course, encourage students to be active in the class by giving chance to suggest or giving opinion to solve problems in an experiment activity for instance, ask the students what type of teaching and learning which motivate them most and what kinds of classes which are not motivated them, encourage students to focus on their improvement not only grade or examination. The students can do self-assessment of their own work and find out their strength and weaknesses, encourage the students to work.

The third, BoukhatemNadera (2015) on their research "Promoting student motivation in EFL classroom: Through extended music education". This research explains how to use the song in English

classroom. Teaching and learning English as a second or foreign language has not been easy either for teachers or for learners. Teachers face problems while teaching it while learners face difficulties while learning it. Many factors contribute to these problems and difficulties and lack of motivation on the part of learners or demotivated learners is one of the most common problems faced by the teachers which affects both teachers and learners in negative way. Motivated learners are a dream of every EFL teachers but it is hardly realized. However, it is also important to note that teachers enjoy and lay a very significant role in EFL teaching and learning process. In this respect, the role that EFL teachers can play in motivating their learners inside and outside the EFL classrooms is to introduce or extend music education and utilize it as a strategy to motivate and promote motivation among learners. Briefing motivating learners through music attempt has also been done to systematically. Students of all ages have a strong interest in music. Therefore, it is a resource that should be taken into account. The use of songs in the EFL classroom can make learning more enjoyable and interesting. At the same time, students acquire the target language and feel comfortable in a relaxing. This helps them lower their affective filter, and become more receptive to learning. In addition, songs help learners improve their understanding and production.

The fourth, Yi-Chun Chen and Pi-Ching Chen (2009) on their research “The Effect of English Popular Songs on Learning Motivation and Learning Performance” For language educators and practitioners, how to effectively motivate students to learn has long been a crucial concern issue. Among all the factors that affect learning motivations, teaching styles and teaching materials might be regarded as the most essential elements to be taken into consideration for achieving a more successful teaching and learning. The objective of this study was to explore whether the use of English popular songs can enhance elementary school students’ motivation for learning English. It was also an attempt to investigate the relationships between learning motivation and learning performance. Five

intact six-grade classes of a public elementary school in Tainan city were selected to be the study subjects in the one-semester research. Four English popular songs were chosen as the teaching materials. After the instruction, a questionnaire was distributed to collect data for further analysis. Of a total of 166 questionnaires, 131 were valid, yielding a response rate of 79%. The results of this study showed that the majority of students were interested in learning English popular songs and their learning motivation also increased after engaging in this creative teaching activity. As for learning performance, students felt that their English abilities, especially listening ability, have improved after learning the songs. There was a high correlation between learning motivation and learning performance. Pedagogical implications based on the findings were provided.

Compared with the researcher above, the researcher realize , there are some different between this research and those research. first, NihadaDelibegovicDzanic (2016) the researcher is conducted, Songs aid motivation and help learners develop a love for language learning. The second, SupiahWagio (2018) the researcher present study investigates teacher's attitudes about how to improve students' motivation in classroom. Third, BoukhatemNadera (2015) the researcher is conducted to explains how to use the song in English classroom. Fourth, Yi-Chun Chen and Pi-Ching Chen (2009)the researcher is conducted, use of English popular songs can enhance elementary school students' motivation for learning English.

C. Conceptual Framework

The concept of the research could be seen as in the figure of conceptual framework as follow:

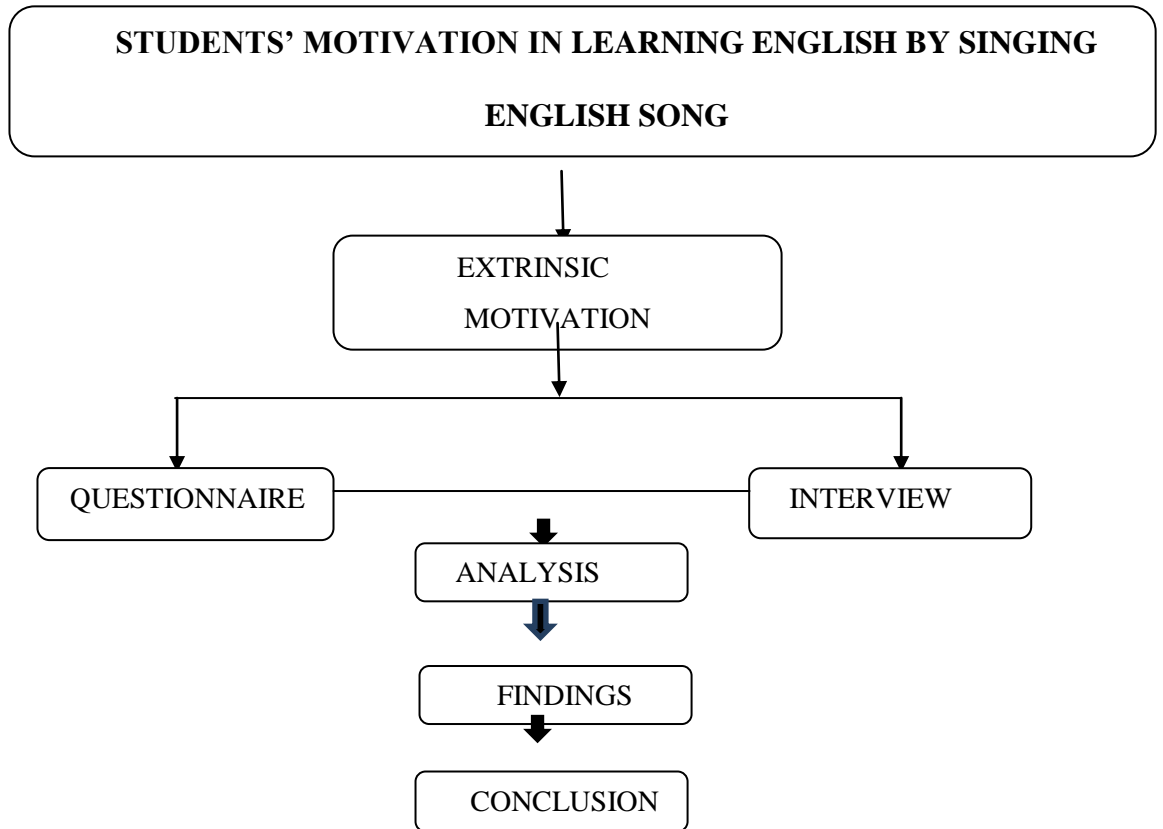


Figure 1. Conceptual framework

From the figure this research is to analyze the students' motivation on learning English. The researcher used questionnaire and interviews to collect the data of the research. Then the data would be analyzed in chapter 4 and also there would be a finding of the research and conclude the result of this research in chapter 5.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. It consists of research design, the setting of the research, population and sample, instrumentation of the research, technique of collecting the data, the technique of analyzing the data taken at the eleventh grade at SMAN2 Rambah Hilir. This chapter explains about the direction of this research and also the procedure of the researcher in collecting the data.

A. The Research Design

This research was designed as a descriptive qualitative design. According to Sugiyono (2017:8), Qualitative research methods are often called naturalistic research methods because their research is carried out in a natural setting. Qualitative descriptive study is a part of qualitative research. The purpose of descriptive qualitative research, to find the result of the analysis. In this research, the researcher wants to analyze students' motivation in learning English through sing English songs at the eleventh grade SMAN 2 Rambah Hilir..

B. Setting of The Research

This research place at SMAN 2 RambahHilir. The researcher conducted this research at the eleventh grade students at which is located at Simpang Kumu street.

C. Population and Sample

a. Population

According to Arikunton (2010:173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher interested in taking population of the research at the eleventh

grade SMAN 2 RambahHilir. The total of the population of the eleventh grade students can be seen on the following table:

Table 1:
Population of the eleventh grade SMAN 2 RambahHilir

Class	Population
XI MIA 1	35
XI MIA.2	35
XI MIA 3	35
XI IPS 1	35
XI IPS 2	35
Total	175

b. Sample

Sample is part of population, which is chosen to participate in the study. The sample is part of the number and characteristics of the population (Sugiyono, 2017). The sample of this research is purposive sampling. The researcher observe one class that class is XI MIA 1 at SMAN 2 RambahHilir with the total 35 students.

c. Instrumentation of the Research

The research instruments are questionnaire and interview. This research needs some instruments in process of collecting data. Some instruments during the research, as follows:

1. Questionnaire

Instrument of The research used questionnaire, which consist 24 items of questionnaire given to the students and considering that there were 45 minutes for the students to answer the questionnaire. The test should be answered in students answer sheet and it will do for 20 students at the

same time. Furthermore, the items of the questionnaire were translated into Indonesian language to avoid misunderstanding and misinterpretation. After that, to analyze the result of students questionnaire score. The answer of the questionnaire hopefully could help the researcher to find out the students' motivation in learning English.

(See appendix 1. for the detailed of questionnaire)

In research questionnaire, every number item had alternative answer with categories (SA) strongly agree, (A) agree, (D) disagree, (SA) strongly agree. The item positive and negative answers were as follow:

Table 2:
Score item positive and negative

NO	Alternative answer		Score	
	Options	Captions	Positive	Negative
1	SA	Strongly agree	4	1
2	A	Agree	3	2
3	D	Disagree	2	3
4	SD	Strongly Disagree	1	4

(Sugiono: 2010)

Table 3:
Indicators of Extrinsic Motivation
Attitude/Motivation Test Battery (AMTB)
Adopted By Gardner (2004)

No	Aspect	Indicator	Statements	
			Positive	Negative
1	Teacher	A. Teacher often invite students for singing to motivation students to learn	Teacher often invite students for singing to motivation students to learn	Teacher seldom often invite students for singing to motivation students to learn English

		<p>English well.</p> <p>B. Teacher inspires students to learn English well while singing after learning.</p> <p>C. Teacher make Students feel enthusiastic when learning after singing</p> <p>D. When teacher teaches me while inviting to singing can add new vocabulary</p>	<p>English well.</p> <p>Teacher inspires students to learn English well while singing after learning</p> <p>Teacher make students feel enthusiastic learning English after singing.</p> <p>Teacher teaches me while inviting to singing can add new vocabulary</p>	<p>well.</p> <p>Teacher never inspires students when learning English while singing</p> <p>Teacher never make students feel enthusiastic learning English after singing</p> <p>Teacher teaches me while inviting to singing can not add new vocabulary</p>
2	Parents	<p>a. Parents given support to the students in learn English.</p> <p>b. Ask the students to join the English course after school hours.</p>	<p>Parents given support to students in learn English well.</p> <p>Parents want the students to join the les English course after school hours.</p>	<p>The parents do not given support to students in learn English well.</p> <p>Parents do not the students to join the les English course after school hours.</p>

		C.Parents gives facilities to students for support in learning English.	Parents give facilities to students for support in learning English well.	Parents never give facilities to students for support in learning English well.
3	Environ ment	<p>a. The situation in the classroom supports the teaching and learning process of English lesson because it has fun situation after singing.</p> <p>b. Students are able to find many sources to improve their English skill in learning English by singing together.</p> <p>c. School gives facilities to the students for support in</p>	<p>Learning English becomes comfortable and enjoyable because the classroom has fun situation after singing</p> <p>Students can use sources in learning English provide by the English skill in learning English by singing together ..</p> <p>School gives facilities to the students for support in learning</p>	<p>The classroom situation does not make me enjoy in learning English because the classroomhas not fun situation after singing</p> <p>There are not many sources can be used to improve students in English skill in learning English by singing together .</p> <p>School does not give facilities to the students for support in learning English</p>

		learning English.	English well.	well.
		d. There are English club and then music performance after school hours in the school.	There are learning English or English club and then music performance after school hours in the school.	Doesn't have learning English or English club and then music performance after school hours in the school.

Table 4:
Questionnaire items for extrinsic motivation

No	Aspect	Indicator	Number items	
			positive	Negative
1	Teacher	Teacher invite students for singing	1	3
		Teacher make students feel enthusiastic learning English after singing	2	4
2	Parents	Parents ask the students to join the English course after school hours.	5	7
		Parents given support to the students in learn English.	6	8
3	environment	Learning English becomes comfortable and joyful because the classroom has fun situation after singing Students can use sources in	9	11

		learning English provide by the English skill in learning English by singing together	10	12
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2. Interview

To know students motivation in learning English, The research will use interview to collect the data. The researcher gives students 5 questions in the interview session and students asked to answer and explain their experience after inviting singing English song.

d. Procedure of the Research

There are procedures of collecting data in this research. The first, introduction, the researcher will do is about introducing the researcher herself in their class, and understand than well. And then preparing the entire thing that the researcher needs to do a questionnaire and to design the steps they will use by the researcher. Second, collecting the data, at this step the researcher comes to the class and asks them to answer the questionnaire, and after that collect their paper one by one. Third, analyses the data. After collecting the data of their product about answer the students' motivation questionnaire test. The researcher will analyzes the data are being taken. Last, conclusion, and the last, the researcher analyze students' motivation on learning English. The researcher makes the conclusion about the data that are being collected.

e. Technique of Collecting The Data

According Sugiyono (2017:224) Techniques of collecting the data is the most strategic step in research, because the main purpose of research is to obtain data". The data collection in this study is questionnaire and

interview. To collect the data for this research, researcher used questionnaire and interview. The researcher gave a questionnaire to students, with 45 minutes to answer questionnaire. And the item questionnaire was translated to Indonesia. Then, the researcher calculated to find out the level of students motivation in this research. Then, the researcher gave an interview to the all samples of this research.

f. Technique of Analyzing The Data

Data analysis is important, because through the data researcher have the benefit, to find problem solution and get the final research. According Spradley (1980) analysis of any kind involved a way thinking. It refers to the systematic examination of something to determine its parts, the reaction among parts, and the relationship to the whole. Analysis is a research for patterns.

The research used descriptive method aims to collect information on students' motivation in learning English with singing English song together before studying at the eleventh grade the SMAN 2 RambahHilir. This research conduct with descriptive analysis, with the following:

1. Collecting the data in using questionnaire
2. The technique the Analyzing Data in this Research as follows:

a. Identification of students' answer through questionnaire

To know the students' motivation in learning English using a questionnaire. The students answer the questionnaire using liker, the liker have positive and negative statement. The researcher see for score of statement and then the score change is percentage. To measure students' motivation, the researcher used the following table of motivation category.

The data from the sample of research analyzed by using the formula as follow:

$$X = \frac{f}{N} \times 100\%$$

X = result of percentage
 F = frequent of research result
 N = total all observe
 (Sugiono, 2009)

Table 5:
Category of Motivation in learning

N	Motivation in learning English	Category
1	80 - 100	Very good
2	65 - 79,9	Good
3	55 - 64,9	Fair
4	40 - 54,9	Low
5	00 - 39,9	Very low

Arikunto (2007)

b. Identification of students' answer through interview

To know the students' motivation in English learning, researcher use the interview. From this technique, the researcher able to describe students' motivation in learning English with singing English song at the eleventh grade the SMAN 2 RambahHilir.

The data from the sample of research analyzed by using the formula as follow:

$$X = \frac{f}{N} \times 100\%$$

X = result of percentage
 F = frequent of research result
 N = total all observe
 (Sugiono, 2009)