



**THE CORRELATION BETWEEN LEARNING BY SONGS AND
ENGLISH LEARNING MOTIVATION AT GRADE XI
SMA NEGERI 6 PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of Requirement for Degree of
Islamic Education Scholar (S. Pd. I.) in English*

Written by:

MUHAMMAD SYUKUR

Reg. No. 10 340 0014

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



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Assalamu' alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to MUHAMMAD SYUKUR, entitled ***“The Correlation Between Learning by Songs And English Learning Motivation At Grade Xi Sma Negeri 6 Padangsidimpuan”***, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined by the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu' alaikum Wr. Wb.

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ABSTRACT

This research was taken based on the fact that the students have lack motivation in English learning. The researcher identified many problems that there were many factors influence why students have lack motivation in English learning wich might came from internal and external factor. The internal factor were such as the students' selves, hobby, need, goal, interest and etc. The external factor were such as the teacher, parents, environment, the condition and so on. Finally, the researcher interested to research the correlation between learning by songs and English learning motivation at grade XI SMA Negeri 6 Padangsidimpuan. In this research, the researcher wanted to find out about how significant the correlation between learning by songs and English learning motivation.

The population of this research was all the grade XI SMA Negeri 6 Padangsidimpuan in 2014/2015 academic year. This school consisted of seven classes which counted in total 270 students. The sample of this research was 40 students taken by using cluster random sampling. Further, the instrument of this research used for collecting the data was by using questionnaire to the sample wich consisted of 25 questions for each variable.

From the result of the data analysis, it was found that r_{xy} was 0.258 while t-table was 0.312. It meant that $r_{xy} < r_{table}$ ($0.258 < 0.312$). It can be inferred that the null hypothesis, which stated that there was no significant correlation between between learning by songs and English learning motivation at grade XI SMA Negeri 6 Padangsidimpuan.

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2. Mrs. Hj. Zulhimma, S.Ag.,M.Pd., as the Dean of Tarbiyah and Teaching Training Faculty.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Department.
4. Nurazizah, MA., as the Academic Advisor.
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May Allah, The almighty bless them all, Amin.

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Appendix I

DAFTAR ANGKET

Sekolah : SMA Negeri 6 Padangsidempuan

Nama :

Kelas :

PETUNJUK :

1. Mulailah dengan berdo'a.
2. Bacalah dengan teliti setiap pertanyaan yang ada, kemudian jawablah dengan jujur sesuai dengan keadaan yang sebenarnya.
3. Angket ini hanya untuk kepentingan ilmiah, ini tidak mempengaruhi nilai ataupun kedudukan saudara di sekolah ini.
4. Berilah tanda cek list (✓) ataupun tanda silang (X) berdasarkan jawaban menurut pendapat anda sendiri.
5. Pilihlah jawaban antara lain:
Selalu : SI Jarang : Jr
Sering : Sr Tidak Pernah : TP
6. Terima kasih atas kesedian anda untuk mengisi angket ini.

a. Lagu

No.	Pertanyaan	SI	Sr	Jr	TP
1.	Saya mendapatkan banyak pengetahuan dari mendengarkan lagu				
2.	Saya suka belajar bahasa Inggris melalui lagu berbahasa Inggris				
3.	Menggunakan lagu dalam pembelajaran memotivasi saya dalam belajar				
4.	Saya tidak termotivasi melihat orang yang bisa bernyanyi bahasa Inggris				
5.	Musik ataupun lagu memotivasi saya untuk melakukan sesuatu terutama untuk belajar				
6.	Saya tidak mendapatkan apa – apa dari mendengarkan lagu				

	berbahasa Inggris				
7.	Kemampuan berbahasa Inggris saya meningkat dengan belajar melalui (mendengarkan) lagu				
8.	Musik atau lagu membuat saya menjadi aktif dan tidak mengantuk di kelas				
9.	Mendengarkan musik atau lagu membuat semangat baru buat saya				
10.	Saya lebih mudah belajar berbagai hal terutama bahasa dari mendengarkan lagu				
11.	Lagu atau musik membuat saya menjadi bosan dan malas untuk belajar				
12.	Saya tidak mendapatkan ilmu apa-apa dari mendengarkan lagu				
13.	Pembelajaran jadi menyenangkan dan hidup dengan menggunakan lagu				
14.	Menggunakan lagu dalam belajar membuat suasana kelas jadi kacau				
15.	Ide saya muncul ketika mendengarkan lagu, dan membuat saya menjadi lebih aktif dalam belajar				
16.	Lagu membuat suasana atau atmosfer kelas menjadi kurang nyaman dan tidak santai				
17.	Pembelajaran menjadi monoton kalau guru mengajar menggunakan lagu				
18.	Kemampuan berbahasa Inggris saya tidak meningkat dengan mendengarkan lagu bahasa Inggris.				
19.	Dengan mendengarkan lagu saya hanya bisa meningkatkan kemampuan listening saja				
20.	Saya jadi malas dan tidak mempunyai ide ketika guru menggunakan lagu				
21.	Saya bisa menyalurkan hobby dan keterampilan saya melalui lagu				
22.	Lagu membuat saya untuk menghargai sesama (karya orang lain)				
23.	Lagu ataupun music membuat hubungan saya dengan teman-teman saya menjadi buruk				
24.	Mendengarkan lagu membuat kami lebih kompak dan akrab di dalam kelas				

25.	Hubungan kami dengan guru menjadi lebih dekat setelah menggunakan lagu dalam pembelajaran.				
-----	--	--	--	--	--

b. Motivasi

No.	Pertanyaan	Sl	Sr	Jr	TP
1.	Saya sangat senang mengikuti pelajaran bahasa Inggris				
2.	Belajar bahasa Inggris adalah kebutuhanku				
3.	Pelajaran bahasa Inggris merupakan pelajaran yang sulit				
4.	Saya belajar bahasa Inggris atas kemauan sendiri				
5.	Saya tidak suka hal-hal yang berbau bahasa Inggris				
6.	Pelajaran bahasa Inggris merupakan pelajaran yang banyak membuang waktu				
7.	Materi bahasa Inggris sangat membosankan				
8.	Saya suka menggunakan bahasa Inggris dalam komunikasi sehari-hari				
9.	Saya gemar menirukan logat orang Inggris ataupun guru saya ketika berbicara bahasa Inggris.				
10.	Saya sangat ingin bisa berbahasa Inggris dengan lancar				
11.	Saya gemar mendengarkan lagu berbahasa Inggris				
12.	Orang tua saya mengganti channel TV ketika saya menonton film atau acara yang pakai bahasa Inggris				
13.	Orang tua saya membelikan saya buku dan hal-hal yang berbau dengan bahasa Inggris				
14.	Saya mendengarkan dan memperhatikan guru saya ketika sedang mengajar				
15.	Saya belajar bahasa Inggris dengan baik agar dapat mengerjakan tugas dengan baik dan benar				
16.	Saya mengerjakan tugas ketika saya hanya berminat dan tertarik untuk mengerjakannya				
17.	Saya sangat termotivasi ketika mendengarkan guru saya berbicara dengan bahasa Inggris				
18.	saya suka iri (jadi termotivasi) melihat anak-anak yang bisa bernyanyi lagu bahasa Inggris dengan baik dan lancar				
19.	Materi yang diberikan guru sudah memadai dan memotivasi saya untuk belajar				
20.	Teman-teman saya suka belajar dan berbicara bahasa Inggris				
21.	Saya senang dengan cara mengajar guru bahasa Inggris yang				

	baru dan bervariasi				
22.	Saya belajar bahasa Inggris agar saya mendapatkan pekerjaan yang bagus di masa depan				
23.	Sarana pembelajaran bahasa Inggris di sekolah dan dirumah sudah memadai				
24.	Orang tua saya tidak menyediakan sarana belajar bahasa Inggris buat saya di rumah				
25.	Orang tua saya menyuruh saya untuk mengikuti kursus bahasa Inggris				

Appendix IV

The Score of Learning by Songs (variable X)

No.	Initial	Score
	RW	71
	RS	74
	AAP	59
	AH	63
	SN	83
	BNS	80
	ND	68
	MJS	82
	RA	84
	FFA	68
	RH	68
	SS	68
	AL	72
	WS	70
	SS	66
	DN	77
	TH	74
	NH	79
	PS	73
	SS	74
	LN	75
	NS	76
	PL	73
	SM	81
	NJS	61
	RM	64
	DH	69
	LS	67
	ASS	62
	FR	70
	MS	65
	EDP	63
	TK	65
	GP	59
	CR	69
	EF	73
	IS	70
	JN	65
	MPS	61
	DP	65

Appendix V

The Score of Learning Motivation (variable Y)

No.	Initial	Score
1.	RW	65
2.	RS	65
3.	AAP	69
4.	AH	67
5.	SN	82
6.	BNS	78
7.	ND	74
8.	MJS	77
9.	RA	56
10.	FFA	76
11.	RH	74
12.	SS	77
13.	AL	71
14.	WS	75
15.	SS	66
16.	DN	86
17.	TH	65
18.	NH	65
19.	PS	65
20.	SS	65
21.	LN	67
22.	NS	63
23.	PL	70
24.	SM	84
25.	NJS	73
26.	RM	58
27.	DH	73
28.	LS	66
29.	ASS	78
30.	FR	72
31.	MS	71
32.	EDP	63
33.	TK	74
34.	GP	59
35.	CR	72
36.	EF	76
37.	IS	78
38.	JN	50
39.	MPS	63
40.	DP	73

Appendix VI

The Calculation of Correlation between Learning by Songs and English Learning Motivation at Grade XI SMA Negeri 6 Padangsidempuan

No.	Initial	X	Y	X ²	Y ²	XY
	RW	71	65	5041	4225	4615
	RS	74	65	5476	4225	4810
	AAP	59	69	3481	4761	4071
	AH	63	67	3969	4489	4221
	SN	83	82	6889	6724	6806
	BNS	80	78	6400	6084	6240
	ND	68	74	4624	5476	5032
	MJS	82	77	6724	5929	6314
	RA	84	56	7056	3136	4704
	FFA	68	76	4624	5776	5168
	RH	68	74	4624	5476	5032
	SS	68	77	4624	5929	5236
	AL	72	71	5184	5041	5112
	WS	70	75	4900	5625	5250
	SS	66	66	4356	4356	4356
	DN	77	86	5929	7396	6622
	TH	74	65	5476	4225	4810
	NH	79	65	6241	4225	5135
	PS	73	65	5329	4225	4745
	SS	74	65	5476	4225	4810
	LN	75	67	5625	4489	5025
	NS	76	63	5776	3969	4788
	PL	73	70	5329	4900	5110
	SM	81	84	6561	7056	6804
	NJS	61	73	3721	5329	4453
	RM	64	58	4096	3364	3712
	DH	69	73	4761	5329	5037
	LS	67	66	4489	4356	4422
	ASS	62	78	3844	6084	4836
	FR	70	72	4900	5184	5040
	MS	65	71	4225	5041	4615
	EDP	63	63	3969	3969	3969
	TK	65	74	4225	5476	4810
	GP	59	59	3481	3481	3481
	CR	69	72	4761	5184	4968
	EF	73	76	5329	5776	5548
	IS	70	78	4900	6084	5460
	JN	65	50	4225	2500	3250

	MPS	61	63	3721	3969	3843
	DP	65	73	4225	5329	4745
<i>Sum</i>		2806	2801	198586	198417	197005
<i>Mean</i>		70.15	70.025			
<i>Median</i>		69.5	71			
<i>Mode</i>		68	65			

Appendix VII

The Calculation of Learning by Song (variable X)

$$\begin{aligned}
 1. \quad K &= 1 + 3.3 \log N \\
 &= 1 + 3.3 \log 40 \\
 &= 1 + 3.3 (1.60) \\
 &= 1 + 5.28 \\
 &= 6.28 (6)
 \end{aligned}$$

Explanation: K= Multifly class

$$2. \quad I = \frac{R}{K}$$

$$R = X_{\max} - X_{\min}$$

Explanation: I = Interval

R = Range

$$I = \frac{R}{K} = \frac{84 - 59}{6} = \frac{25}{6} = 4.16 \text{ (4)}$$

Appendix VIII

The Calculation of English Learning Motivation (variable Y)

$$\begin{aligned} 1. \quad K &= 1 + 3.3 \log N \\ &= 1 + 3.3 \log 40 \\ &= 1 + 3.3 (1.60) \\ &= 1 + 5.28 \\ &= 6.28 \text{ (6)} \end{aligned}$$

Explanation: K= Multifly class

$$2. \quad I = \frac{R}{K}$$

$$R = X_{\max} - X_{\min}$$

Explanation: I = Interval

R = Range

$$I = \frac{R}{K} = \frac{86 - 50}{6} = \frac{36}{6} = 6$$

Appendix IX

Table

Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
			29	0,367	0,470	70	0,235	0,306
			30	0,361	0,463	75	0,227	0,296
6	0,811	0,917	31	0,355	0,456	80	0,220	0,286
7	0,754	0,874	32	0,349	0,449	85	0,213	0,278
8	0,707	0,834	33	0,344	0,442	90	0,207	0,270
9	0,666	0,798	34	0,339	0,436	96	0,202	0,263
10	0,632	0,765	35	0,334	0,430	100	0,195	0,256

11	0,602	0,735	36	0,329	0,424	125	0,176	0,230
12	0,576	0,708	37	0,325	0,418	150	0,159	0,210
13	0,553	0,684	38	0,320	0,413	175	0,148	0,194
14	0,532	0,661	39	0,316	0,408	200	0,138	0,181
15	0,514	0,641	40	0,312	0,403	300	0,113	0,148
16	0,497	0,623	41	0,308	0,398	400	0,098	0,128
17	0,482	0,606	42	0,304	0,393	500	0,088	0,115
18	0,468	0,592	43	0,301	0,389			
19	0,456	0,575	44	0,297	0,384	600	0,080	0,105
20	0,444	0,561	45	0,294	0,380	700	0,074	0,097
21	0,433	0,549	46	0,291	0,376	800	0,070	0,091
22	0,423	0,537	47	0,288	0,372			
23	0,413	0,526	48	0,284	0,368	900	0,065	0,086
24	0,404	0,515	49	0,281	0,364			
25	0,396	0,505	50	0,279	0,361	1000	0,062	0,081



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Lamp : -----
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Padangsidimpuan, 8 Mei 2014
Kepada Yth;
Bapak/Ibu:
1. Drs. Fitriadi Lubis, M.Pd
2. Eka Sustri Harida, M.Pd
Di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : MUHAMMAD SYUKUR
Nim : 10 340 0014
Sem/Thn Akademik : IX (SEMBILAN) 2014/2015
Jurusan : TARBIYAH/TBI-1
Judul Skripsi : **THE CORRELATION BETWEEN USING SONGS TECHNIQUE AND ENGLISH LEARNING MOTIVATION AT GRADE XI SMA NEGERI 6 PADANGSIDIMPUAN.**


Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.


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Nomor :In. 19/E.8b/TL.00.9/ 005 /2015

Padangsidempuan, 5 Januari 2015

Hal : ***Mohon Bantuan Informasi
Penyelesaian Skripsi.***

Kepada
Yth, Kepala SMA N 6 Padangsidempuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidempuan menerangkan bahwa :

Nama : Muhammad Syukur
NIM : 1034000014
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Palopat Maria Kec. Padangsidempuan Hutaimbaru

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Using Songs Technique and English Learning Motivation at Grade XI SMA Negeri 6 Padangsidempuan"**. Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Rektor
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan


H. Azharulhanna, S.Ag., M.Pd
NIP. 207021997032003



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 6 PADANGSIDIMPUAN
Jalan Sutan Soripada Mulia No. 25 Telp. (0634) 22510. Kode Pos : 22715
Email : sman_sixpsp@ymail.com. Website : www.sman6padangsidimpuan.sch.id
PADANGSIDIMPUAN

SURAT KETERANGAN
NOMOR : 421.4/ 16 /SMA.6/2015

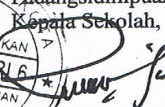
Kepala Sekolah Menengah Atas (SMA) Negeri 6 Padangsidimpuan, dengan ini menerangkan bahwa:

- | | |
|---------------------|---|
| 1. Nama | : Muhammad Syukur |
| 2. NPM | : 1034000014 |
| 3. Fakultas/Jurusan | : Tarbiyah dan Ilmu Keguruan/TBI |
| 4. Alamat | : Palopat Maria Kec. Padangsidimpuan Hutaimbaru |

Benar telah mengadakan penelitian di SMA Negeri 6 Padangsidimpuan untuk menyelesaikan penulisan skripsi yang bersangkutan dengan judul:

"THE CORRELATION BETWEEN USING SONG TECHNIQUE AND ENGLISH LEARNING MOTIVATION AT GRADE XI SMA NEGERI 6 PADANGSIDIMPUAN"

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan seperlunya dan kami ucapkan terimakasih.

Padangsidimpuan, 13 Januari 2015
Kepala Sekolah,

H. W. I. N. S. Pd
NIP. 19631013 199203 1 002P

Appendix II

The Scale of Learning by Songs (Variable X)

		RESPONDENT (SAMPLE)																																								
ITEMS OF QUESTIONNAIRE	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
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The Scale of Learning Motivation (Variable Y)

		RESPONDENT (SAMPLE)																																								
ITEMS OF QUESTIONNAIRE	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
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	Jml	65	65	69	67	82	78	74	77	56	76	74	77	71	75	66	86	65	65	65	65	67	63	70	84	73	58	73	66	78	72	71	63	74	59	72	76	78	50	63	73	

71	65	5041	4225	4615 mean	70.15	70.025
74	65	5476	4225	4810 modus	65	65
59	69	3481	4761	4071 median	69.5	71
63	67	3969	4489	4221		
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68	74	4624	5476	5032		
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68	74	4624	5476	5032		
68	77	4624	5929	5236		
72	71	5184	5041	5112		
70	75	4900	5625	5250		
66	66	4356	4356	4356		
77	86	5929	7396	6622		
74	65	5476	4225	4810		
79	65	6241	4225	5135		
73	65	5329	4225	4745		
74	65	5476	4225	4810		
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73	70	5329	4900	5110		
81	84	6561	7056	6804		
61	73	3721	5329	4453		
64	58	4096	3364	3712		
69	73	4761	5329	5037		
67	66	4489	4356	4422		
62	78	3844	6084	4836		
70	72	4900	5184	5040		
65	71	4225	5041	4615		
63	63	3969	3969	3969		
65	74	4225	5476	4810		
59	59	3481	3481	3481		
69	72	4761	5184	4968		
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61	63	3721	3969	3843		
65	73	4225	5329	4745		
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In recent decades, English has been more and more important in almost whole of the world. The importance of English is not only in how many people speak it but also in what it is used for. Beside the native language is popularly used in all fields of the society, English is now widely known as the major language of intercommunication, international commerce and business, science and technology and so on. Thus, people with good English proficiency are extremely needed in any fields of society. As a result, there has been a positive trend of teaching and learning English across the country. People, from children to adults, learn English with different purposes. Children learn English because of the requirement of their parents and school. Students learn English to pass the exams, to study abroad or to find a good job in the future. Adults learn English in order to be able to communicate with foreigners or do business. In general, despite deriving from different purposes, every one wants to turn English to become their own instrument in their lives.

There are many reasons why people learn language, especially English, many people learn English because English is useful for international communication and some students learn English because it is within curriculum so they need to learn it. English has a great or importance position in curriculum.

Beside English as the foreign language it also become one of the learning that include to National Examination (UN) in Indonesia. In every schools in Indonesia even almost whole of the countries in this world as like the explanation above, English has to taught as the condition and also the responsibility to the students that ordered by the goverment. That's why the students must be study about it to fulfil the responsibility as the student so do the teacher has to teach it as well as possible.

Knowledge about language is very important in mastering English or acquiring a foreign language. The importance of learning English as the researcher told earlier above become a problem that's going on and needed to be solved to get the maximum result. To be successful, the teachers must has a great motivation beside the other need. The students wanting to do well in English must learn English words, and absolutely it is through by a good or high motivation. The acquisition and the learning process is a fundamental task. Through it, the teacher can communicate ideas, emotion and desires.

The effort in increasing learning motivation is the issues and the problems that general right now on. In the process of teaching and learning English, there are many factors affecting the success of language learners such as aptitude, age, personality, motivation and so on, among which motivation plays an important role. So many researchers who have done a study how to solve and try find out the best effort in increasing the learning motivation. There are so many asumptions of this problem such the role of the parents, the students it selves, the

effect of the environment, the way of the teacher in teaching and so on. Those are some assumptions to solve these problems, and all of those are true, because a learning motivation influenced by external and internal factors as like above. So, according to the statement above the learning motivation will solve depend on the situation, when all of the situation are good the students also will have a good motivation in learning.

The teacher should make learning more effective and efficient. It was not enough for the teacher of English to give or make the same technique in every meeting. They have to use other alternative way to make the students' interested and motivated in learning. To solve this problem, of course, the creativity of teachers in choosing method is needed. Students learn best when they have an equal opportunity to share with each other and apply concepts through activities. In this case, cooperative learning is an exact method to be implemented because it is an instructional methodology that promotes both. Further, by employing cooperative learning strategies within the training sessions, the teacher can model techniques that have proven quite effective for students as well.

In learning a foreign language, the technique in teaching plays an important role. The suitable method or technique that used by the teacher will influence to students' motivation in the classroom. It is relate that the using of method or technique make and build to the students' motivation. Therefore, it is necessary for the teacher of English to have a good method in presenting the

materials in the classroom, so do the materials received by the students as well as possible.

Teaching in English learning has some obstacle that faced by the teacher and also the student. As said above, that many factors affecting the learning motivation of the student. The students right now on that the researcher found in the field had less motivation in learning. The factors that influenced them were so reasonable as said above. Beside the internal factor such as mood in learning less because they were teenager and most likely wanted to play, the external factor was dominant. The external factor such the condition of the class, the role of the parents and the main factor was the teacher. Most of the students even almost all of them told that they have been boring with the teacher's way in teaching as mentioned above. Therefore, they need something new and fresh which able to motivate them such as the new fashion in teaching. By using the new or a dynamics method or technique in teaching will help them get out of the boringness in learning and able to motivate them.

The successful of the language learning influenced by so many factors as said above, and as the main or the key factor everyone can said that it was 'motivation'. Motivation plays an important role in the success of learning, even in every activity that human has, will and being done. A good result of an activity absolutely done by a good or high motivation. Higher motivation will produce a high or good result, more again if the activity done by a good method or technique in doing it.

A learning by using songs it is related to students' motivation. Motivation can be seen by students interest in learning process that build by the suitable method or technique in teaching. Beside that, song as the part of human in daily life, which able to express human mood whether in happy or sad influence her or his motivation in her or his life. Listening to English songs constantly can be an alternative way to start a new habit to get new knowledge of English, even in other context such social knowledge and etc. This method or technique not only fun but also authentic, it is one of the best ways to build students' motivation in learning.

Unconsciously, someone has often heard songs throughout her or his lives. Songs become a part of human experiences for as long as he or she can remember. Everyone can listen to the songs wherever he or she is, and whenever he or she thinks or whatever he or she does. Songs are easy to find, someone listens superficially on television, tape, computer or while walking at the market. Someone uses songs as background to activities such as studying, jogging, driving a car, typing, washing, even more imaging and those becomes familiar to the ears. Songs have great tendency to attract attention of the students. Listening to the songs is also fun, in accordance with improving English it can be great help. At the time someone listens to the music automatically he or she can sing it together with the singer of the songs. It means at once he or she practices his or her listening; he or she catches new words he or she never heard before. Songs are extremely adaptable and can suit any age, sex, taster, mood or level of ability.

Why teacher should use songs, the answer for this question for one reason is that the students need something fun and easy to access the new knowledge of English quickly when it is required to use and also build the new motivation.

Another reason for using songs in English learning that music is effective and helpful in teaching learning process. Teacher however must look for more effective technique to make learning easier and more pleasant so the students become easier in understanding and English learning. Fun and pleasant in learning absolutely will make and build a new motivation in learning. So it can be concluded that songs technique has a great role in learning motivation.

Based on explanations above the researcher wants to show to English teachers that there are so many ways of English teaching which are useful as the alternative treatment to students whose less motivation in learning. With song presents a challenge. The teachers need to find way to bridge the gap between entertainment and teaching to bring about real "edutainment." In other words, the teacher or researcher must make sure the attitudes of the pupils are geared towards learning. That's why the researcher interested to research in school. So researcher decided to have the title for the research is **"The Correlation Between Learning by Songs and Learning English Motivation at Grade XI SMA N 6 Padangsidempuan"**.

B. The Identification of the Problem

Based on the background above, there were some problems in teaching and English learning, they were:

1. The students had lack of motivation in English learning which influenced by internal and external factors, such the students' selves, the role of the parents, environment, and the teacher.
2. The teachers were difficult to find the suitable method or technique to stimulate students in English learning motivation.
3. Students needed something in learning process that can build their motivation.

C. The Limitation of the Problem

English learning motivation is the main problem as said in the background above. There were some factors that can motivate and influence students' motivation in English learning. It may come from internal and external factor, such as the students' selves, the role of the parents, aptitude, dream, media that used, condition of the classroom, the method or the technique that used by the teacher.

The effort in increasing students motivation was learning needed to solve the problem as like explain above. The factors which influenced the students motivation should be watched well to get the goal of teaching and learning. Therefore all the factors should be watched so it can be solved.

There were so many problem that found in the field that suitable with the fact as mention above. From all problems above the researcher has to limit one. So, in this research the researcher limited the problem in learning by songs and English learning motivation at Grade XI SMA Negeri 6 Padangsidempuan.

D. The Definition of Key Terms

To avoid misunderstanding from the readers it needed explaining about the terms used in this paper. The terms were:

1. Songs is a piece of music with words that is sung.
2. English learning is a learning process to develop communication skill in English orally and written, to cover four basic skills (listening, speaking, reading, and writing).
3. Motivation is a strength, good in external or internal that encourage someone for achieving a purpose.¹ Douglass said motivation is the extent to which you make choices about a goal to pursue and the effort you will devote to that pursuit.²

E. The Formulation of the Problem

Based of the background of the problem above, the researcher formulates the problem of the research, “Is there any significant correlation between learning by songs and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan?”

¹ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya* (Jakarta : PT. Bumi Aksara, 2006), p.1

² H. Douglass Brown, *Principle of Language Learning and Teaching* , (New Jersey: Prentice Hall, 1987) p. 34

F. The Purposes of the Research

The Purposes of this research is to know whether any significant correlation between learning by songs and English learning motivation at grade XI SMA 6 Padangsidempuan.

G. The Significances of the Research

The research was conducted by expectation that it will be useful for many sides, they were:

1. The Teachers
 - a. It can be a reference or as an information the quality of English Teaching and Learning process in education.
2. The Head Master.
 - a. As the information to develop and encourage English teacher to teach English best.
3. The Other Researchers
 - a. This study will give some specific information to do further research.

CHAPTER II

REVIEW OF LITERATURE RELATED

A. The Theoretical Description

1. Learning by Songs

a. Definition of Song

According to Hornby, song is a piece of music with words that is sung.¹ Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons.² So based on the statement early, it can be said that song is a piece of music with words that is sung which is able as the great language that bundles various knowledge and the host of languages skills in entertain and education.

Almost everyone loves songs. It is a part of the language and life from before birth onwards. As a baby, human often hear her or his mother and father sing a song to deliver him or her sleep in the bedroom. When young children, they play, sing, and dance to a rhymes. As adolescents, they are consumed by the beat of popular songs artist in the world. As adults, they often hear song on television, movies, theater, and even

¹ AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1990) , p. 1133

² Futonge, Kisito *Using English Videos and Music in EFL, ESL Classrooms*. (ESL Magazine: Read & Publish ESL articles, 2005). accessed on November 20th 2013, retrieved at 21.00 pm. from: http://www.esl_galaxy.com/music.html.

nightly news. When they work, when they play, song is there to reinforce or every mood and emotion.

From explanation above, people are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.

b. Principles of Songs Selection Criteria

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. Furthermore, M. Lynch, provides three principal song selection criteria, they are:

1. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
2. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
3. Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available³.

³ *Ibid.*,

In order hand, Orlova says that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

1. The song must be an example of a particular musical trend
2. There shouldn't be any form of violence in it.
3. The song should contain a certain artistic image⁴.

Additionally, Kristin makes some the criteria for choosing song that will be used in the class, they are:

1. Most importantly: you like the song and want to share it!
2. Words easily intelligible
3. Enough repetition to provide oral practice
4. Song is popular, or a "classic" likely to be heard by the other outside class
5. Well-written from a native speaker perspective
6. If students will sing it, range of notes suitable for average mixed voices
7. Contains values and themes you want to introduce into the class
8. When possible, nice illustration of target grammar item(s)
9. If part of a unit of songs, good to draw upon different musical genres
10. Additional considerations based on level:
 - 1) Low level - should have limited base vocabulary, no more than 16 lines of text, lots of repetition.
 - 2) Intermediate level - manageable load of vocabulary, limited total text length, not heavily embedded⁵.

⁴ Orlova, Natalia F.. *Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes*.p.2 (The Internet TESL Journal. March 2003) accessed on March 20th 2013, retrieved at 20.00 pm. from: <http://iteslj.org/Techniques/Orlova-Songs.html>

⁵ Kristin Lems. *For a Song: Music Across the ESL Curriculum*. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages(30th, Chicago, IL, March 1996). p. 2

From all statements above, it is realized when teaching the students; teacher or educator should choose the songs that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

c. Advantages of Songs

Songs can help to motivate learning process because beside it entertain it also provide students with practice, such listening, speaking and pronunciation to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Murphey believes that music has the power to engrave itself into our brains, stating that “songs work on our short- and long-term memory” and are therefore adequate tools for using in the language classroom⁶.

By using songs in the classroom, students can practice their listening and speaking skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs

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T. Murphey *Music and song*. (Oxford, England: Oxford University Press. 1992). p. 3.

and make them more confident in their ability to listen and understand the world around them⁷.

The other benefits or the reasons why use song in the classroom are:

1. To socialize.

When the students go out usually sing together at café's, music bars, in parks, etc. song also bring them together like in glee club or choirs.

2. For physical development.

When students sing or hear music, they dance, they clap their hands, they stomp their feet, they do all sort of physical activities.

3. For cognitive learning. Automaticity.

With the right kind of song, it is easy to stimulate that in the classroom. Interacting with songs over and over again is as important to language as practicing to play the piano is for a pianist. Automaticity is the skill that is developed. Students will know what to say and how to produce language fast without stopping or pausing.

4. For cultural literacy.

⁷ Brown, Steven. *Teaching Listening*. (New York: Cambridge University Press, 2006). p. 1

Through music and songs, students learn the culture, custom and traditions of other people. Each country in the world has their distinct songs and music.

5. For language learning.

Songs will help the students learn a wide variety of language functions, pronunciation, word stress, vocabulary, intonation, etc. songs can also used to practice on listening, speaking, reading and writing.

6. Songs and music stimulates and awakens.

These revive board and sleeping students, and they increase blood and oxygen flow to the brain.

7. Music inspires emotion.

Studies show that song and music create a clear passage to long-term memory.

8. Music is a universal language.

Uniquely capable of crossing cultural barriers and training in ethnic traditions and values⁸.

Additionally, Kevin says the other benefits of using songs in the classroom are songs can be used:

a. To present a topic, a language point, lexis, etc.

⁸ Anne Gruel, Lisa Hillman and Patricia Panis, *Using Songs in the ESL Classroom*. (Methodology Report, 15th February 2012). p. 6.

- b. To practice a language point, lexis, etc.
- c. To focus on common learner errors in a more direct way
- d. To encourage extensive and intensive listening
- e. To stimulate discussion of attitudes and feelings
- f. To encourage creativity and use of imagination
- g. To provide a relaxed classroom atmosphere
- h. To bring variety and fun to learning⁹.

From the explanations above, it's considered that songs have so many advantages. Beside as the entertainment, it also consist of values of life and education. Some of them are songs can motivate the students and make them more interesting and fun and also confidence in English learning.

d. Disadvantages of Songs

However everyone know that every technique has limitations.

The use of songs also has weaknesses or disadvantages as shown below:

1. It requires a lot of teaching media such as a tape recorder, cassettes, and the songs related to the topic. Furthermore, it spends a lot of time because the teacher does not only teach phrasal, but also sing the songs.

⁹ Kevin Schoepp. *Reasons For Using Songs in the ESL/EFL Classroom*. (The Internet TESL Journal, Vol. VII, No. 2, February 2001). Retrieved from :<http://iteslj.org/Articles/Schoepp-Songs.html>. on March 21st 2014, at 16.00 pm.

2. The teacher will have problem and undisciplined noise in class if she/he can not manage the class well. Furthermore, not all students like the selected songs.

e. The steps of Learning by Songs

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Saricoban and Metin, at the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- a. Gap fills or close texts
- b. Focus questions
- c. True-false statements
- d. Put these lines into the correct sequence
- e. Dictation
- f. Add a final verse
- g. Circle the antonyms/synonyms of the given words

h. Discuss¹⁰

According to Yoo, procedure of songs activity can be done by steps below:

1. Pre-listening

- 1) As a warm-up or schema building activity, ask students what they know about American pop culture. You might also want to bring some pictures or CD's of popular actors or singers to class.
- 2) Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

2. While Listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

3. Post-listening

¹⁰ Saricoban, A. & Metin, E. *Songs, Verse and Games for Teaching Grammar*. (The Internet TESL Journal. October 2000).from: <http://iteslj.org/Techniques/Saricoban-Songs.html>. accessed on March 20th 2013, retrieved at 20.00 pm.

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.¹¹

However in teaching English by songs, there are some steps, such as if she or he wants to focus on listening, she or he can use the three stages; pre-listening, while-listening, and post-listening. Every stage must pay attention to get the best result as good as possible. Besides that, the activity can be formed as gap fills or cloze texts, true-false statements, dictation and etc. where all of those are so useful to be used according to the teacher to choose which one he or she wants to use.

2. English Learning Motivation

a. Definition of Learning Motivation

Many psychologists have given various definitions of motivation. All of the definitions have to comprehend about motivation in order to know and to understand what motivation is. The word “motivation” is familiar for almost everyone that is commonly used in the society, but definitely what the word actually refers to is not as simple as its utterance.

The term motivation is derived from the Latin verb ‘movere’ (to move) the process whereby goal directed activity is instigated and

¹¹ Yoo, Isaiah WonHo. *Focused Listening With Songs*. (The Internet TESL Journal. July 2002). from: <http://iteslj.org/Techniques/Yoo-Songs.html>. accessed on March 20th 2013, retrieved at 20.00 pm.

sustained.¹² It means the teacher should know if the students have high motivation, they will try to study hard and get achievement in learning. The abstract term “motivation” on its own rather difficult to define, it is easier and more useful to think in terms of the “motivated” learner: one who ‘willing’ or even eager to invest effort learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive; hence the importance of the topic for the teacher.¹³

From the statement above, the researcher concludes that motivation is an essential factor of learning to get or achieve something. It is the process which directs to activity. It means motivation plays a vital part in teaching and learning activity, so it has an influence toward students’ success or failure as language learners, so the teacher must develop an understanding of the nature of motivation and techniques of motivation.

Learning is one of the important things in the educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learnt. Through learning, students also can get knowledge. These things happen in all kinds of learning, including English (language) learning.

¹² Ur. Penny. *A course in Language Teaching*, (Cambridge: University Press. 1996), p. 237

¹³ Paul R. Pintrich and Dale H. Schunk, *Motivation in Education Theory, Research and Applications, Teaching*, (New Jersey: Pearson Education, 2008), p. 4

Learning motivation basically is a needing to develop self ability maximumly, so be able to make better, succesful and creative. Learning motivation is an internal and external driving wich cause someone or an individual to act or reach a goal, so the changing of attitudes or habitual on students expected happen.¹⁴ According to Clayton Aldelfer learning motivation is the willingness of the students in doin learning process that pushed by desire or wish to get the best achievement in learning.¹⁵

Based on explanations above, it can conclude that learning motivation is a pscyhological condition wich drives the students to learn well and hardly, when in time will be built a systematically way of students in learning, full of consentration and able to select their activities. So learning motivation is an essential of learning to achive something. Something that must had by everyone in every activities or job.

b. Purpose of Learning Motivation

Every body knows that motivation as the main factor of success in every field, especially in learning. Higher motivation will peoduce a better result of anything, because it is done by an intereset and hard willing. Learning motivation has a purposes as bellow:

1. Pushing the learner to do or act. Motivation as the motor or pusher in every learning activities.

¹⁴ H Nashar. *Peranan Motivasi & Kemampuan Awal*. (Jakarta: Delia Press, 2004), p. 42

¹⁵ *Ibid.*,

2. Determining the direction of learning activity, it is the way to the goal or aim that has to be reached. Learning motivation gives the direction and activity which has to be done that is suitable with the formulation of learning goal.
3. Selecting the activity of learning, it is to determine what are the activities that suppose to do which are appropriate to reach the goal of learning by selecting the activities which are supporting for the achievement.¹⁶

Based on the explanation above, learning motivation has a great role or function in the learning. From those statements it can be concluded that the purpose of learning motivation is not only the motor in learning but it also will determine the direction of learning to get the goal. The last is also useful in activities selection, so that the students or learner never waste time in a useless activity.

c. Kinds of Learning Motivation

Learning motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.¹⁷

1. Intrinsic motivation

¹⁶ Agus Suprijono. *Cooperative Learning, Teori & Aplikasi PAIKEM* (Yogyakarta: Pustaka Pelajar, 2009), p. 163-164

¹⁷ Ur. penny. *Op. Cit.*, p. 276

Intrinsic motivation comes from within the individual.¹⁸ It means motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another student may study hard for a best because he or she enjoys the content of the course.¹⁹ So, intrinsic motivation is a natural tendency to seek out challenges as he or she pursues personal interest and exercise capabilities. The statement above shows that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

A more powerful category of reward is one which is intrinsically driven within the learner. Gage and Berliner said that intrinsic motivation can be found such as in students' interest, need, and goal in learning. Moreover, hobby exemplifies intrinsic motivation.²⁰

a) Interest. Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest

¹⁸ Jeremy Harmer. *How to Teach English*, (Oxford: Pearson Education Limited, 2007), p. 51

¹⁹ Jhon W. Santrock, *Educational Psychology*, (New York: Mc-Graw Hill, 2004), p. 418

²⁰ N.L Gage & David C. Berliner. *Educational Psychology*, (Boston: Houghton Mifflin Company, 1984), p. 374

can refer to selection of stimuli or attending to do something.²¹

Interest is the factor which determines an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be successful if they have high interest.

b) Need. A condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing.²² It means that need is a circumstance in which something is necessary. There are three types of need, they are:

- 1) Need for achievement. Involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
- 2) Need for affiliation. People in this need seek to be liked by the other and to be held in high regard by those around them.
- 3) Need for power. Power is not about reaching a goal but about having a control over other people. People high in this need would want to have influence over others and make an impact on them.²³

²¹ *Ibid.*

²² Jhon W. Santrock, *Loc. Cit.*, p. 418

²³ Gary R. Vanden Bos, PhD, *APA Dictionary of Psychology*, (Washington DC: American Psychological Association, 2007), p. 612

- c) Hobby. An activity or interest that is undertaken for pleasure or relaxation in one's spare time.²⁴ So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it.
- d) Goal. The researcher have said above that motivation is closely bound up with a person's desire to schieve a goal. The learner is very aware of the goals of learning, or of specific learning activities and directs his or her efforts towards achieving them.

All people have a goal in their life. Before they do what they wanted to do, they have decided goal first. In teaching and learning activity, the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

2. Extrinsic motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distict from the wish to learn for its own sake or interest in tasks.²⁵ Extrinsic motivations are motivate active function if there is stimulation from outside. An eexample: a peson studying, because he or she knows that tomorrow morning there will bve a test, by hoping that she or he could get a good value.

²⁴ Saundra K. Ciccarelli & J. Npland White, *Psychology* 2nd edition, (New Jersey: Pearson Education, 2009), p. 361

²⁵ Ur. penny. *Op. Cit.*, p. 277

Someone or anybody can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. This motivation appears or comes from teachers, parents and environment.²⁶

- 1) Teacher, a major factor in continuous of a students' motivation is the teacher.

Teacher has an important role in teaching learning activity. The teacher is not only a person who transfer knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

- 2) Parents, a part from the culture of the world around students, their attitude to language learning will greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial.²⁷

Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get a better achievement.

²⁶ N.L Gage & David C. Berliener. *Op. Cit.*, p.374

²⁷ Jeremy Harmer. *Op. Cit.*, p. 51

3) Environment, outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

All these view of language learning will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the students bring to class and whether or not that motivation continues. Even when adult students have made their own decision to come to a class to study English, they will bring their attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.²⁸

Students who are motivated by their environment will have encouragement to learn English. In other words, if their home environment and the atmosphere of classroom and also the quality of the facilities are good, they will do their best in learning. Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment

²⁸ *Ibid.*, p. 51-52

factor. Environment is everything which exists around anybody which has correlation influences in his or herself.

d. Factors of Learning Motivation

High or low of students' learning motivation can be influenced by some factors. As said above, in the kinds of motivation, each kind of motivation comes from some factors, so do the factor of learning motivation. There are two categories of factors of learning motivation. They are external factors which is factors that comes from outside of individual and internal factor which is factors from individual inside

The external factors which influence students' motivation level might include the students social life, the teacher, the method and learning environment. The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class.²⁹ For example, in Indonesia many people assume that English is an international language, so they have to be able to use English in communication. Therefore it can motivate Indonesian to study English. One other major factors of a student motivation is a teacher. As like everyone know, the role of English teaching learning process is as motivator. Therefore, high or low of

²⁹ Jeremy Harmer. *The Practice of English Language Teaching*. (Edinburgh gate Harlow, England: Longman, 1988), p. 51-52

student motivation is also influenced by teacher as motivator. Teacher can set learning teaching process to create the situation to be interesting so the students can be motivated. In other hand, Method is also a vital factor that influences student motivation. If the teacher apply appropriate method in English teaching learning process, the students can be more comfortable in learning process. So the goal of English learning is easy to be reached. The last factor which influences the students' motivation level is learning environment. Teacher or educator can decorate class to make student to be more comfortable in learning process. He or sh also can set sitting arrangement to make student to be comfortable in receiving the material.

Internal factor is factor that comes from individual inside. It might include needs, interest, and enjoyment.³⁰ The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication In his social live has a high motivation in learning English in order to master English to help him survive in social live. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred.

³⁰ Colin, Marsh. *Hand book for Beginning Teachers*. (South Melbourne, Australia: Longman.1996), p. 27

Most researchers and methodologists have come to the view that internal factors of motivation are especially important for getting success.³¹ The success of learning will be reached easily if the students come to be interested, enjoy and love in learning process.

e. Characteristics of Students Who Motivated

Interested and motivated can be as the first vision of learning progress, because by the learner or students are interested and motivated those will make the students ready and ready to receive the learning as well as possible and also give a good feedback. When it happened it means that the goals of the learning have reached and successful. Then how to know that the students are who motivated in learning? According to Sadirman that the characteristics of the motivation whose has by someone as below:

1. Diligently in facing the assignment (able to keep and keep working in a long time, never stop before done).
2. Great tough in facing a difficulties (never surrounding).
3. Showing an interest to some various of problem (interesting to be success).
4. Have an orientation to the future (visioner).
5. Prefer to work alone without any helping.
6. Get boring to a routine assignments (something mechanically, a habitual, so its less creative).
7. Able to defend her or his argument (if she or he have beleived to).
8. Never easiely letting go something trusted.
9. Glad to looking for and solving the problem of questions.³²

³¹ Jeremy Harmer. *The Practice of English Language Teaching. Op.Cit.*, p. 51

As the additional, Hamzah B. Uno said that cited in Agus Suprijono the characteristics of students who motivated in learning as follow:

1. There is willing and wanting of success.
2. There is a drive and need in learning
3. There is hope dan ambition in the future
4. There is appreciated in the learning
5. There is interesting activity in learning
6. There is conducive learning environment so that makes the students can learn well.³³

Based on the characteristics above, it can be concluded that when the students have the characteristics of motivation as like above, so they always have a strong enough motivation. In learning and teaching process will work and run well, if the students are diligent in doing the assignments, tough in solving some problems dan obstacles by their selves. Beside that the students also have to sensitive and responsive to a general problem and think of the solving. The students who are motivated have a wish and hope to success and if they fail, they will work harder to get what have they want and wish to. In other word, by a great effort and tough, especially based on learning motivation, they get and reach a good achievement in learning.

f. The Motivation of English Teaching

³² AM, Sadirman. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: PT. Raja Grafindo Persada, 2006), p. 83

³³ Agus Suprijono. *Op. Cit.*, p. 163

Being an international language, English is spoken in most international events and is used as the medium of information on science, technology, and culture as well as result, people who want to keep abreast with the culture, scientific, and technological advances must deal with this language. Realizing the importance of the language, the Indonesian government considers it as the first foreign language and a compulsory subject to be taught in Elementary Schools, High Schools and University. Even, in certain regions, English is now taught at kindergarten and preschools as an additional subject. In order to make the English teaching successful, we have to consider some factors.

Motivation is important thing in language teaching, because without motivation, teaching process will not be success. Teach means give instruction to somebody or give somebody knowledge and skill.³⁴ Douglass said that teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.³⁵

From the statement above, the researcher concludes that teaching is giving or transferring knowledge or skill to somebody by instruction, guidance to make somebody know and understand. In language teaching, teacher should be able to teach not only what language is, but also to

³⁴ Martin H. Manser, *Oxford Learner Pocket Dictionary: New Edition* (New York: Oxford University Press, 1995), p. 425

³⁵ H. Douglass Brown, *Op. Cit.*, p. 6

make the students understand the material and students also need to comprehend objectives of the study from specific exercises and activities that the teacher has planned, so they can get knowledge and good achievement. Furthermore, Harmer said that “the roles of teacher are as controller, organizer, assessor, participant, resource, tutor, an observer.”³⁶

Teacher has an important role in teaching learning process, teacher is not only a person who transfer the knowledge to the students, but also has responsibility to make learning process successfully, the roles of the teacher are useful to facilitate the students to adopt more precise in teaching and learning process. The teacher not only has the roles, but also has a function, such as motivator. Therefore the teacher must know the students need and their interest.

Teacher and students have relation each other in the classroom. They constantly interact one each other. Teacher ask question, provide feedback, administer rewards and punishments, praise and criticize, respond to students’ questions and request for help and offer assistance when the students experience difficulties. Teacher feedback is a major teaching function various types of teacher feedback are:

- a. Performance : provides information on accuracy of work; may include corrective information.
- b. Motivational : provides information on progress and competence; may include social comparisons and persuasions.
- c. Attributional : links students performance with one or more attributions.

³⁶ Jeremy Harmer, *Op. Cit.*, p. 57

d. Strategy : informs students about how well they are applying a strategy

and how strategy use in improving their work.³⁷

In teaching and learning process, feedback is important for each others to make progress and improve their teaching, so teaching and leaning proses will be success, and it can be said as a motivate learning and teaching.

B. The Review of Related Finding

There are some studies related with the use of songs in learning listening. First, a research done by Tee and Fah (2005) that use of songs in the teaching of life skills modules for ITE students. The result is bringing in music and playing songs in the classroom motivates the students to attend lessons and pay attention in class³⁸.

Secondly, is a thesis by Trần Thị Oanh (2011) entitled “The use of songs to improve listening skills for students at ITC Foreign Language Centre in Hai Duong”, he stated the students themselves agreed that they felt like listening much more than before. It could help them reduce tension and pressure as well as motivate them to study during the lesson a lot. Beside a lot of benefits that they can gain, there are some problems that students may encounter from using songs in class. Therefore, he proposed several recommendations for

³⁷ Paul R. Pintrich and dale H. Schulnk, *Op.Cit.*, p. 307-308,

³⁸ Tee, Tan Siew & Fah, Shi Soi, Use of Songs in the Teaching of Life Skills. (*Paper presented at ITE Teaching Conference, 2005*)

teachers in choosing and using suitable songs class so that they can make the lesson more interesting and help students enjoy the lesson³⁹.

Thirdly, a thesis of Umi Suryati, (2013) “The effectiveness of using song in teaching listening to the second year students of SMK N I Ambal Kebumen”. She found that the using of song in listening is effective by showed the post-test of experimental group is higher than the mean score of post-test of control group ($83.39 > 71.76$). In addition, the result of t-value is 7.13. Then, she consulted the critical value on the t-table using 5% (0.05) alpha level significance and the degree of freedom 2.042. It shows that t-value is higher than t-table ($7.13 > 2.042$)⁴⁰.

From those previous studies, this research is not use to make the correlation of using songs with English learning achievement. There have been any research about song and learning motivation. Most of them correlate song with the students ability, such the four skills of English., this research is using songs to motivate the students to attend lessons and pay attention in class. Furthermore, the study of this research is using songs to find out wheter any correlation between using songs technique and English learning motivation.

³⁹ Trần Thị Oanh. “The Use of Songs to Improve Listening Skills for Students at ITC Foreign Language Centre in Hai Duong“(University of Languages and International Studies:2011)

⁴⁰ Umi Suryati. “The Effectiveness of Using Song in Teaching Listening to the Second Year of SMK N I Ambal Kebumen”. (Thesis, Universitas Muhammadiyah Purworejo 2013)

C. The Hypothesis

The hypothesis is needed to show the researchers' thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is:

1. H_a : There is significant correlation between using songs technique and English learning motivation at SMA Negeri 6 Padangsidimpuan.
2. H_0 : There is no significant correlation between using songs technique and English learning motivation at SMA Negeri 6 Padangsidimpuan.

D. The Framework Think

Based on the theoretical above that motivation has the great role in English learning process to get success in it. The main factor in teaching process is absolutely the teacher. Better the teacher teaches the students in the classroom will make and build students' interest and motivation in learning.

Song was a part of life which could be always walk with human life.

Song as the media of human to communicate or to deliver the author's feeling or mood. It was became the human language in this world, so it will be a simple way in learning as the media or technique in an entertain and educate (edutainment) learning. There will be so many of advantages of using song technique in learning process. Beside it is entertain it is exactly make the students interested and motivated to learn. So when the students interested and motivated the goal of learning will be reached.

Song will make the new motivation to the students as like above explanation. Motivation as the key of doing anything is like be undenied any more especially in learning. Learning motivation as the motor to push the

students even the teacher to do the best to get the goal that dream or wanted to. that the using of suitable method or technique will affect to students' interest in learning, beside the other factor.

Based on the theories that said above, the researcher would like to relate and correlate between learning by songs and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan. Classroom as the social life, it can be influence by the students and also the teachers. Motivation and learning are influenced by process and structured created in particular classroom. It comes from any sides that will build the students' interest and motivation.

The using songs technique will apply to know its relation with English learning motivation. Motivation comes not only from inside the students but also from the outside and one of them is the teachers' style in teaching. It means the method or technique that used by the teacher. The researcher will use a questionnaire to know the correlation of both in collecting the data of this research.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research did at SMA Negeri 6 Padangsidempuan that located on Jl. Sutan Soripada Mulia No. 25 Kota Padangsidempuan.

The time of doing this research took from August till December 2014 at the location as above.

B. The Research Design

This research used correlation research. L.R. Gay said that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.¹

From the above quotation, researcher concluded that the correlation quantitative was a kind of descriptive method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the correlation between learning by song and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan.

C. The Population and Sample of the Research

¹ L. R. Gay and Peter Airasian. *Educational Research* (New Jersey: Prentice Hall, 2000), p. 12.

a. Population

The population of this research was grade XI SMA Negeri 6 Padangsidempuan. The grade XI SMA Negeri 6 Padangsidempuan was consist of seven (7) classes. They were five classes as IA and two classes as IS. The member of the student in every class as follow:

Table 1.
The Population of the research

No.	Classroom	Amount
1.	XI IA 1	38
2.	XI IA 2	40
3.	XI IA 3	40
4.	XI IA 4	36
5.	XI IA 5	38
6.	XI IS 1	40
7.	XI IS 2	38
Total		270

b. Sample

According to Gay and Airasian, "Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected."²

Sample is presentative whole of population. According to Suharsimi:

Maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya

² *Ibid.*, p. 121.

jika subjeknya besar dapat diambil antara 10-15 % atau 20-25 % atau lebih tergantung kemampuan peneliti dari berbagai macam segi.³

From the definition above the researcher took 15 % of the population as the sample, it means 10 % from the total of the population (270) is 40 students as the sample of this research.

D. The Instrument Of the Research

A research might had a good instrument in this research because a good instrument could go guarantee the valid data. According to Suharsimi Arikunto:

“Pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya.”

It means that the data collected is the chosen instrument and used by the researcher in his/her activity to collect the data in order the activity becomes systematic and easier. In this case, in order to get the data of this research, the researcher would prepare the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.⁴

The instrument that used by researcher was questionnaire. There were 50 questions of the questionnaire, it was include for both variables, it meant 25 questions for each variable. The questionnaire contain of positive and negative

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 72.

⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2009), p. 134.

question. The questionnaire that will used by multiple choice forms that consist of four chosen, they were a, b, c, and d. Then, the researcher gave alternative options: (a) Always (Selalu), (b) Often (Sering), (c) Seldom (Jarang) and (d) Never (Tidak Pernah). It can be seen as below:

Table 2.
The Likert Scale Rating

Optional	Score	
	Favorable	Unfavorable
Always	4	1
Often	3	2
Seldom	2	3
Never	1	4

The questions of the questionnaire are taken from the indicator of each variable. The indicator of songs technique taken from the advantages of songs. The indicator of the motivation both intrinsic and extrinsic motivation. The indicator of intrinsic motivation namely; interest, need, hobby and goal. Indicator of extrinsic otivation namely; teacher, parents and environment. Below are the brief table of both indicator, the X variable (learning by songs) and Y variable (Learning Motivation):

Table 3.
The Indicators of questions

Variable	Dimension	Indicator	Number of items
----------	-----------	-----------	-----------------

Learning by Songs	The Advantages of songs	Language learning	1, 2, 3, 6, 7, 12, 18,
		stimulates and awakens	4, 5, 8, 9, 11,
		Inspire emotion	14, 15, 20, 21
		Bring fun and variety to learning	10, 13, 16, 17
		Socializing	22, 23, 24, 25
Learning Motivation	Intrinsic	I. Interest	1, 3, 5, 7
		II. Need	2, 4, 6,
		III. Hobby	8, 9, 11, 21
		IV. Goal	10, 15, 22
	Extrinsic	I. Teacher	14, 17, 19
		II. Parents	12, 13, 24, 25
		III. Environment	18, 20, 23

E. The Technique of Collecting Data

As said above, the data collected by giving the questionnaire of both variables to respondents, and the data procedure will be conducted, they were :

- 1) The question and answer sheets are firstly distributed.
- 2) The researcher reads the instruction and explains how to do the questionnaire, and then the students are asked to put their identity on the answer sheet.
- 3) The researcher gives time or chance to ask something left or not in doing the questionnaire.
- 4) The researcher gives time for doing or filling the questionnaire.
- 5) Then, the researcher collected the questionnaire after the students filled it.

F. The Technique of Data Analysis

After collecting the data, the researcher analyzed the data by using quantitative data; it presented in statistic formula. The statistic formula which used by researcher was product moment.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \quad ^5$$

The explanations :

R_{xy} = Pearson- r product moment

N = Number of sample

$\sum X$ = Total score distribution of X

$\sum Y$ = Total score distribution of Y

$\sum XY$ = Number of approximate score of X and Y

$\sum X^2$ = Sum of the squared score distribution of X

$\sum Y^2$ = Total square distribution Y.

⁵ Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 193.

CHAPTER IV

DATA ANALYSIS

A. The Description of Data

1. The Data Description of Learning by songs

In this part, the researcher took the data or the result of the research that has been done to learning by songs (variable X). The scores are got by using 25 items questionnaire. Each question was given score by the explanation in the previous chapter. After calculating the scores were finally found the score of the respondents. The specification calculation was described in the table below :

Table 4.
The summary calculation of learning by songs

No.	Parameter	Score (variable X)
1.	Minimum score	59
2.	Maximum score	84
3.	Range (R)	25
4.	Class Klasify (K)	6
5.	Class Interval (I)	4
6.	Mean	70.15
7.	Median	69.5
8.	Mode	68

From the table above, it can be seen that the minimum score of learning by songs (variable X) was 59, maximum score was 84, the range was 25. The mean was 70.15, the median was 69.5 and the mode was 68.

To know more detail class interval of learning by songs (variable X), it can be seen below:

Table 5.
The Relative frequency distribution of learning by songs

No.	Interval	Mid Point	Frequency (F)	Percentage (%)
1.	59 – 62	60.5	5	12.5 %
2.	63 – 66	64.5	7	17.5 %
3.	67 – 70	68.5	9	22.5 %
4.	71 – 74	72.5	10	25 %
5.	75 – 78	76.5	4	10 %
6.	79 – 82	80.5	3	7.5 %
7.	83 – 86	84.5	2	5 %
Total			40	100 %

Based on table above, it can be concluded that most of the students were agreed with the learning by songs in learning and teaching. It can be seen that more a half of the respondents agreed which look from the score that gotten from 67 to up were 69 %.

In order to make the description of the data of students' (respondents) score of the questionnaire in teaching by using learning by songs at grade XI SMA Negeri 6 Padangsidipuan became more complete, the researcher presented the below histogram:

Frequency

20 —

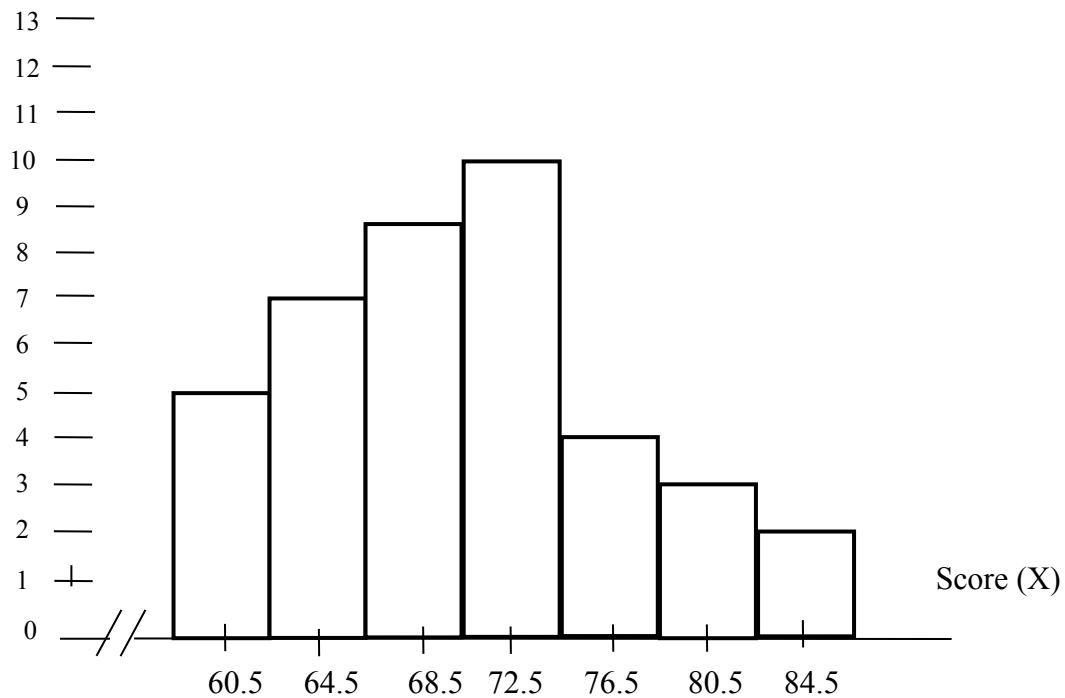


Figure 1: The Histogram of Learning by songs at Grade XI SMA Negeri 6 Padangsidempuan.

By looking the above histogram, it can be said that the curve was normal. The degree of students' (respondents) in agreement of learning by songs were the highest at the middle position.

2. The Data Description of English Learning Motivation

In this part, English learning motivation or the Y variable should calculate too. Mean, median and mode are also calculated here. Actually, the highest score that was 91 and the lowest one was 60 wich got from the respondents after answering the questionnaire. So, the specification calculation was described in the below table:

Table 6.
The summary of English learning motivation

No.	Parameter	Score (variable Y)
1.	Minimum score	50
2.	Maximum score	86
3.	Range (R)	36
4.	Class Klasify (K)	6
5.	Class Interval (I)	6
6.	Mean	70.025
7.	Median	70.5
8.	Mode	65

Based on the table above, it showed the highest and the lowest score, with the range was 36. The mean was 70.025, while the median was 70.5 and the mode was 65.

To know more detail class interval of English learning motivation (variable Y), it can be seen below:

Table 7.
The Relative frequency of English learning motivation

No.	Interval	Mid Point	Frequency (F)	Percentage (%)
1.	50 – 55	52.5	1	2.5 %
2.	56 – 61	58.5	3	7.5 %
3.	62 – 67	64.5	9	22.5 %
4.	68 – 73	70.5	13	32.5 %
5.	74 – 79	76.5	11	27.5 %
6.	80 – 85	82.5	2	5 %
7.	86 – 91	88.5	1	2.5 %
Total			40	100 %

Based on the table frequency above above, it showed that the English learning motivation same with the learning by songs, it mean more than a half of the students (respondent) had the score up to 68.

Based on table of frequency distribution above, it can be drawn at histogram as below:

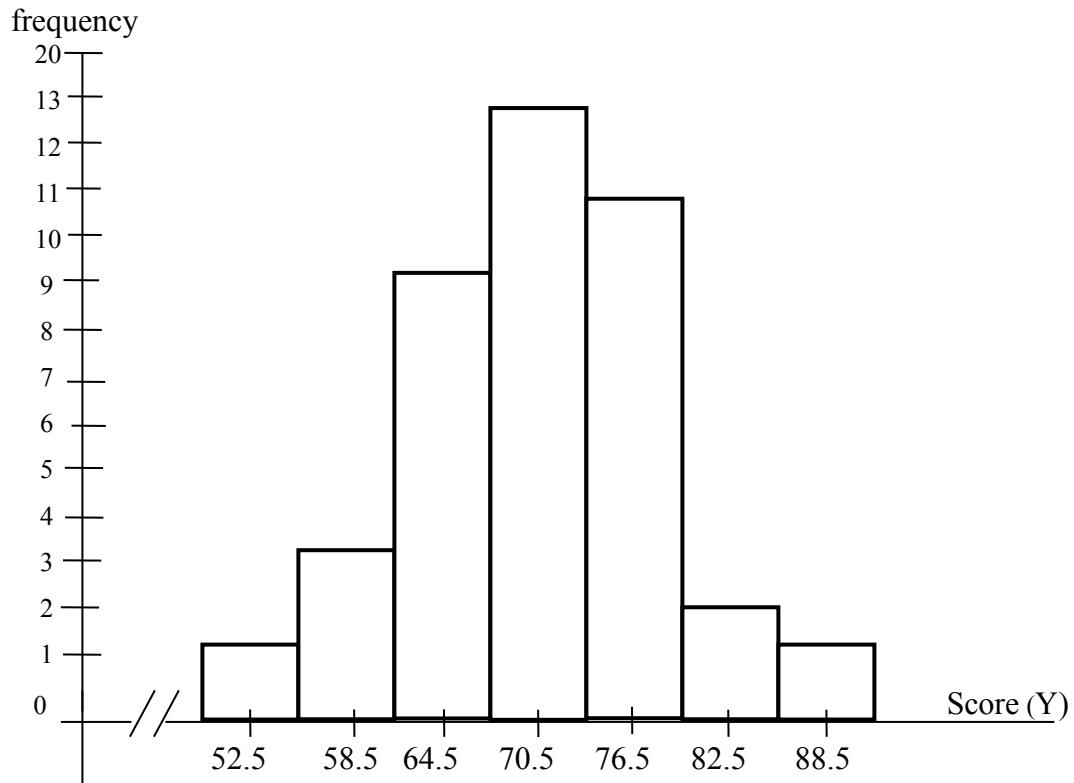


Figure 2: The Histogram of English Learning Motivation at grade XI SMA Negeri 6 Padangsidimpuan.

By looking the above histogram, it can be seen that the curve was normal.

The degree of students' (respondents) in learning motivation was highest at the middle position.

B. The Hypothesis Testing

In this case both learning by songs and English learning motivation are correlated by using Pearson's product moment formula. The data are described on the following table:

Table 8.

The calculation of the Correlation between Learning by songs

and English Learning Motivation at Grade XI SMA Negeri 6
Padangsidempuan.

No.	X	Y	X ²	Y ²	XY
	71	65	5041	4225	4615
	74	65	5476	4225	4810
	59	69	3481	4761	4071
	63	67	3969	4489	4221
	83	82	6889	6724	6806
	80	78	6400	6084	6240
	68	74	4624	5476	5032
	82	77	6724	5929	6314
	84	56	7056	3136	4704
	68	76	4624	5776	5168
	68	74	4624	5476	5032
	68	77	4624	5929	5236
	72	71	5184	5041	5112
	70	75	4900	5625	5250
	66	66	4356	4356	4356
	77	86	5929	7396	6622
	74	65	5476	4225	4810
	79	65	6241	4225	5135
	73	65	5329	4225	4745
	74	65	5476	4225	4810
	75	67	5625	4489	5025
	76	63	5776	3969	4788
	73	70	5329	4900	5110
	81	84	6561	7056	6804
	61	73	3721	5329	4453
	64	58	4096	3364	3712
	69	73	4761	5329	5037
	67	66	4489	4356	4422
	62	78	3844	6084	4836
	70	72	4900	5184	5040
	65	71	4225	5041	4615
	63	63	3969	3969	3969
	65	74	4225	5476	4810
	59	59	3481	3481	3481
	69	72	4761	5184	4968
	73	76	5329	5776	5548
	70	78	4900	6084	5460

	65	50	4225	2500	3250
	61	63	3721	3969	3843
	65	73	4225	5329	4745
Sum	2806	2801	198586	198417	197005
M	70.15	70.025			
Med	69.5	71			
Mo	68	65			

The data of learning by songs and English learning motivation as tabulated above then calculated by using an 'r' Product Moment formulation.

Where, from the data above, it can be seen that $\sum X=2806$, $\sum Y=2801$, $\sum X^2=198586$, $\sum Y^2=198417$, $\sum XY=197005$, $N=40$.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{40 \cdot 197005 - (2806)(2801)}{\sqrt{[40 \cdot 198586 - (2806)^2][40 \cdot 198417 - (2801)^2]}}$$

$$= \frac{7880200 - 7839606}{\sqrt{[7943440 - 7836360][7936680 - 7845601]}}$$

$$\begin{aligned}
&= \frac{20594}{\sqrt{(69804)(91079)}} \\
&= \frac{20594}{\sqrt{6357698516}} \\
&= \\
&= 0.258
\end{aligned}$$

Table 9.
The simple interpretation of correlation.

Rxy	Interpretation
0.00 – 0.20	There is correlation between X variable and Y variable, but it is very weak or very low. So the correlation is rejected. In other words, there is no correlation between X variable and Y variable.
0.20 - 0.40	There is weak or low correlation between X variable and Y variable but it is sure.
0.40 - 0.60	There is enough correlation between X variable and Y variable.
0.70 – 0.90	There is strong or high correlation between X variable and Y variable.
0.90 – 1.00	There is very strong or very high correlation between X variable and Y variable.

From the calculation Pearson's product moment correlation above, the researcher got the result from $r_{xy} = 0.258$ (it is belong to 0.20 – 0.40). according to simple interpretation above, it noticed that the correlation between X variable and Y variable is weak or low but it is sure.

From the calculation above, it can be seen that the value of r_{xy} was 0.258. Where the sample of this research was 40 and the total of variable are 2, so df $(N - 2) = (40 - 2) = 38$. And the score of r_{table} at 5% significant level was 0.312

and the significance 1% is 0.403 (see appendix). The researcher concluded that r_{xy} was lower than t_t or $r_{xy} < r_t = 0.258 < 0.312$ which means H_0 is accepted (H_a is rejected). In other word, there was not significant correlation between learning by song and English learning motivation at Grade XI SMA Negeri 6 Padangsidipuan.

C. The Discussion

Based on the calculation and some explanations above, it have known that there was not significant correlation between learning by song and English learning motivation. It seen from the data which calculated and the score of questionnaire that gotten from the respondents. Both of variables had relations in teaching and learning progress. The technique in teaching will produce a learning motivation. In other word, the learning motivation depended to the technique in teaching and learning absolutely.

So far, this research was not so different with the theory in related findings. They were accepted in correlating learning by songs in learning motivation. It was proved from the data result that had been analyzed.

D. The Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results

from this research were more difficult because there were the weakness of this research.

Based on the score of the students (respondents) in answering or filling the questionnaire, the researcher found the threats of this research, they were: *first*, some of students had less motivation in learning. From the questionnaire the less motivation came from external factors, especially teacher and environments such parents and friend. *Second*, the students needed something that can motivated them in learning, especially the support of parents. The researcher knew it from the answer of the students in filling the questionnaire. *Third*, the researcher has lack of experience in processing data or lack of knowledge about it. *Fourth*, the limited of data sources and the last, the limited of the instrument of the research.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. The Conclusions

After getting the result of his research work, the research came to his conclusions as follows:

1. Learning by song in learning and teaching had influence to English learning motivation. It can be seen from the score by getting the mean score 70.15, where 70 % of students got score 67 to up.
2. The students motivation in English learning was almost good enough. It can be seen that more than a half of students or 68 % exactly had 68 to up score, and showed by getting the mean score 70.025.
3. There was not significant correlation between learning by song and English learning motivation at grade XI SMA Negeri 6 Padangsidimpuan.

B. The Suggestions

1. To the Head Master of SMA Negeri 6 Padangsidimpuan to support the teachers to teach well and provide facilities involves with learning process such as language laboratory.
2. To the Pices of Head Master of SMA Negeri 6 Padangsidimpuan to support the teacher and students in learning process.

3. To the teachers English of SMA Negeri 6, even to all teachers, the students should be taught in various technique as possible to make them interested and motivated in learning.
4. The students can be motivated by using something relate to their interesting and condition to produce a good learning.
5. The researcher on this occasion hoped that other researchers will conduct a research related to the topic of this study, further, especially to find out other correlation on using learning by songs and English learning motivation.

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THE CORRELATION BETWEEN LEARNING BY SONGS AND ENGLISH LEARNING MOTIVATION AT GRADE XI SMA NEGERI 6 PADANGSIDIMPUAN

by:

MUHAMAD SYUKUR¹

Abstract

This research was taken based on the fact that the students have lack motivation in English learning. The researcher identified many problems that there were many factors influence why students have lack motivation in English learning which might come from internal and external factor. The internal factor were such as the students' selves, hobby, need, goal, interest and etc. The external factor were such as the teacher, parents, environment, the condition and so on. Finally, the researcher interested to research the correlation between learning by songs and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan. In this research, the researcher wanted to find out about how significant the correlation between learning by songs and English learning motivation.

The population of this research was all the grade XI SMA Negeri 6 Padangsidempuan in 2014/2015 academic year. This school consisted of seven classes which counted in total 270 students. The sample of this research was 40 students taken by using cluster random sampling. Further, the instrument of this research used for collecting the data was by using questionnaire to the sample which consisted of 25 questions for each variable.

From the result of the data analysis, it was found that r_{xy} was 0.258 while t-table was 0.312. It meant that $r_{xy} < r_{table}$ ($0.258 < 0.312$). It can be inferred that the null hypothesis, which stated that there was no significant correlation between learning by songs and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan.

Keyword: learning, song, motivation

A. Background of the Problem

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In recent decades, English has been more and more important in almost whole of the world. The importance of English is not only in how many people speak it but also in what it is used for. Beside the native language is popularly used in all fields of the society, English is now widely known as the major language of intercommunication, international commerce and business, science and technology and so on. Thus, people with good English proficiency are extremely needed in any fields of society. As a result, there has been a positive trend of teaching and learning English across the country. People, from children to adults, learn English with different purposes. Children learn English because of the requirement of their parents and school. Students learn English to pass the exams, to study abroad or to find a good job in the future. Adults learn English in order to be able to communicate with foreigners or do business. In general, despite deriving from different purposes, every one wants to turn English to become their own instrument in their lives.

There are many reasons why people learn language, especially English, many people learn English because English is useful for international communication and some students learn English because it is within curriculum so they need to learn it. English has a great or importance position in curriculum. Beside English as the foreign language it also become one of the learning that include to National Examination (UN) in Indonesia. In every schools in Indonesia even almost whole of the countries in this world as like the explanation above, English has to taught as the condition and also the responsibility to the students that ordered by the government. That's why the students must be study about it to fulfil the responsibility as the student so do the teacher has to teach it as well as possible.

The effort in increasing learning motivation is the issues and the problems that general right now on. In the process of teaching and learning English, there are many factors affecting the success of language learners such as aptitude, age, personality, motivation and so on, among which motivation plays an important role. So many researchers who have done a study how to solve and try find out the best effort in increasing the learning motivation. There are so many asumptions of this problem such the role of the parents, the students it selves, the effect of the environment, the way of the teacher in teaching and so on. Those are some asumptions to solve this problems, and all of those are true, because a learning motivation influnced by external and internal factors as like above. So, according to the statement above the learning motivation will solve depend on the situation, when all of the situation are good the students also will have a good otivation in learning.

In learning a foreign language, the technique in teaching plays an important role. The suitable method or technique that used by the teacher will influence to students' motivation in the classroom. It is relate that the using of method or technique make and build to the students' motivation. Therefore, it is necessary for the teacher of English to have a good method in presenting the materials in the classroom, so do the materials received by the students as well as possible.

Teaching in English learning has some obstacle that faced by the teacher and also the student. As said above, that many factors affecting the learning motivation of the student. The students right now on that the researcher found in the field had less motivation in learning. The factors that influnced them were so reasonable as said above. Beside the internal factor such as mood in learning less because they were teenager and most likely wanted to play, the external factor was dominant. The external factor such the condition of the class, the role of the parents and the main factor was the teacher. Most of the students even alost all of them told that they have been boring with the teacher's way in teaching as mentioned above. Therefore, they need something new and fresh wich ableto motivate them

such as the new fashion in teaching. By using the new or a dynamics method or technique in teaching will help them get out of the boringness in learning and able to motivate them.

The successful of the language learning influenced by so many factors as said above, and as the main or the key factor everyone can said that it was 'motivation'. Motivation plays an important role in the success of learning, even in every activity that human has, will and being done. A good result of an activity absolutely done by a good or high motivation. Higher motivation will produce a high or good result, more again if the activity done by a good method or technique in doing it.

A learning by using songs it is related to students' motivation. Motivation can be seen by students interest in learning process that build by the suitable method or technique in teaching. Beside that, song as the part of human in daily life, which able to express human mood whether in happy or sad influence her or his motivation in her or his life. Listening to English songs constantly can be an alternative way to start a new habit to get new knowledge of English, even in other context such social knowledge and etc. This method or technique not only fun but also authentic, it is one of the best ways to build students' motivation in learning.

Another reason for using songs in English learning that music is effective and helpful in teaching learning process. Teacher however must look for more effective technique to make learning easier and more pleasant so the students become easier in understanding and English learning. Fun and pleasant in learning absolutely will make and build a new motivation in learning. So in can be concluded thay songs technique has a great role in learning motivation.

Based on explanations above the researcher wants to show to English teachers that there are so many ways of English teaching wich are useful as the alternative treatment to students whose less motivation in learning. With song presents a challenge. The teachers need to find way to bridge the gap between entertainment and teaching to bring about real "edutainment." In other words, the teacher or reseacher must make sure the attitudes of the pupils are geared towards learning. That's why the researcher interested to research in school. So researcher decided to have the title for the research is **"The Correlation Between Learning by Songs and Learning English Motivation at Grade XI SMA N 6 Padangsidimpuan"**.

B. Limitation of the Problem

English learning motivation is the main problem as said in the background above. There were some factors that can motivate and influence students' motivation in English learning. It may come from internal and external factor, such as the students' selves, the role of the parents, aptitude, dream, media that used, condition of the classroom, the method or the technique that used by the teacher.

The effort in increasing students motivation was learning needed to solve the problem as like explain above. The factors wich influenced the students motivation could be watched well to get the goal of teching and learning. Therefore all the factors should be watched so it can be solved.

There were so many problem that found in the field that suitable with the fact as mention above. From all problems above the researcher has to limit one. So, in this research the researcher limited the problem in learning by songs and English learning motivation at Grade XI SMA Negeri 6 Padangsidimpuan.

C. Formulation of the Problem

Based on the background of the problem above, the researcher formulates the problem of the research, "Is there any significant correlation between using songs technique and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan?"

D. Significances of the Research

The research was conducted by expectation that it will be useful for many sides, they were:

1. The Teachers
 - a. It can be a reference or as an information the quality of English Teaching and Learning process in education.
2. The Head Master.
 - a. As the information to develop and encourage English teacher to teach English best.
3. The Other Researchers
 - a. This study will give some specific information to do further research.

E. Theoretical description

1. Learning by songs

a. Definition of songs

According to Hornby, song is a piece of music with words that is sung.² Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons.³ So based on the statement early, it can be said that song is a piece of music with words that is sung which is able as the great language that bundles various knowledge and the host of language skills in entertain and education.

Almost everyone loves songs. It is a part of the language and life from before birth onwards. As a baby, human often hear her or his mother and father sing a song to deliver him or her sleep in the bedroom. When young children, they play, sing, and dance to a rhymes. As adolescents, they are consumed by the beat of popular songs artist in the world. As adults, they often hear song on television, movies, theater, and even nightly news. When they work, when they play, song is there to reinforce or every mood and emotion.

b. Principles of Criteria Songs Selection

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. Furthermore, M. Lynch, provides three principal song selection criteria, they are:

² AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1990) , p. 1133

³ Futong, Kisito *Using English Videos and Music in EFL, ESL Classrooms*. (ESL Magazine: Read & Publish ESL articles, 2005). accessed on November 20th 2013, retrieved at 21.00 pm. from: http://www.esl_galaxy.com/music.html,

1. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
2. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
3. Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available⁴.

From all statements above, it is realized when teaching the students; teacher or educator should choose the songs that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

c. Advantages of Songs

Songs can help to motivate learning process because beside it entertain it also provide students with practice, such listening, speaking and pronunciation to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Murphey believes that music has the power to engrave itself into our brains, stating that "songs work on our short- and long-term memory" and are therefore adequate tools for using in the language classroom⁵.

By using songs in the classroom, students can practice their listening and speaking skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them⁶.

The other benefits or the reasons why use song in the classroom are:

1. To socialize.
When the students go out usually sing together at café's, music bars, in parks, etc. song also bring them together like in glee club or choirs.
2. For physical development.
When students sing or hear music, they dance, they clap their hands, they stomp their feet, they do all sort of physical activities.
3. For cognitive learning. Automaticity.
With the right kind of song, it is easy to stimulate that in the classroom. Interacting with songs over and over again is as important to language as practicing to play the piano is for a pianist. Automaticity is the skill that is developed. Students will know what to say and how to produce language fast without stopping or pausing.
4. For cultural literacy.

⁴ *Ibid.*.

⁵ T. Murphey *Music and song*. (Oxford, England: Oxford University Press. 1992). p. 3.

⁶ Brown, Steven. *Teaching Listening*. (New York: Cambridge University Press, 2006). p. 1

Through music and songs, students learn the culture, custom and traditions of other people. Each country in the world has their distinct songs and music.

5. For language learning.
Songs will help the students learn a wide variety of language functions, pronunciation, word stress, vocabulary, intonation, etc. songs can also used to practice on listening, speaking, reading and writing.
6. Songs and music stimulates and awakens.
These revive board and sleeping students, and they increase blood and oxygen flow to the brain.
7. Music inspires emotion.
Studies show that song and music create a clear passage to long-term memory.
8. Music is a universal language.
Uniquely capable of crossing cultural barriers and training in ethnic traditions and values⁷.

d. Disadvantages of Songs

However everyone know that every technique has limitations. The use of songs also has weaknesses or disadvantages as shown below:

1. It requires a lot of teaching media such as a tape recorder, cassettes, and the songs related to the topic. Furthermore, it spends a lot of time because the teacher does not only teach phrasal, but also sing the songs.
2. The teacher will have problem and undisciplined noise in class if she/he can not manage the class well. Furthermore, not all students like the selected songs.

e. Steps of Learning by Songs

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Saricoban and Metin, at the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- a. Gap fills or close texts
- b. Focus questions
- c. True-false statements
- d. Put these lines into the correct sequence
- e. Dictation
- f. Add a final verse
- g. Circle the antonyms/synonyms of the given words
- h. Discuss⁸

However in teaching English by songs, there are some steps, such if she or he wants to fokus on listening, she or he can use the three stages; pre-listening, while-

⁷ Anne Gruel, Lisa Hillman and Patricia Panis, *Using Songs in the ESL Classroom*. (Methodology Report, 15th February 2012). p. 6.

⁸ Saricoban, A. & Metin, E. *Songs, Verse and Games for Teaching Grammar*. (The Internet TESL Journal. October 2000).from: <http://iteslj.org/Techniques/Saricoban-Songs.html>. accessed on March 20th 2013, retrieved at 20.00 pm.

listening, and post-listening. Every stage must be pay attention to get the best result as good as possible. Beside of that, the activity can be formed gap fills or close texts, true-false statements, dictation and etc. where all of those so useful to used according to the teacher to choose wick one he or she want to use.

2. English Learning Motivation

a. Definition of Learning Motivation

The term motivation is derived from the Latin verd ‘movere’ (to move) the process whereby goal director activity is instigated and sustained.⁹ It means the teacher should know if the students have high motivation, they will try to study hard and get achievment in learning. The abstract term “motivation” on its own rather difficult to define, it os easier and more useful to think in terms of the “motivated” learner: one who ‘willing’ or even eager to invest effort learning activities and to progress. Learner motivation makes teaching and learning aimmeasurably easier and more pleasant, as well as more productive; hence the importance or the topic for the teacher.¹⁰

From the statement above, the researcher conclude that motivation is an essential factor of learning to get or achieve something. It is the process which directs to activity. It means motivation plays a vital part in teaching and learning activity, so it has an influence toward students’ success or failure as language learners, so the teacher must develop an understanding the nature of the motivates and techniques of motivation.

Learning is one of important things in educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learnt. Through learning, students also can get knowledge. These things happened in all kinds of learning includes English (language) learning.

Learning motivation basicly is a needing to develop self ability maximumly, so be able to make better, succesful and creative. Learning motivation is an internal and external driving wick cause someone or an individual to act or reach a goal, so the changing of attitudes or habitual on students expected happen.¹¹ According to Clayton Aldelfer learning motivation is the willingness of the students in doin learning process that pushed by desire or wish to get the best achievement in learning.¹²

b. Purpose of Learning Motivation

Every body knows that motivation as the main factor of success in every field, especially in learning. Higher motivation will peoduce a better result of anything, because it is done by an intereset and hard willing. Learning motivation has a purposes as bellow:

1. Pushing the learner to do or act. Motivation as the motor or pusher in every learning activities.

⁹ Ur. Penny. *A course in Language Teaching*, (Cambridge: University Press. 1996), p. 237

¹⁰ Paul R. Pintrich and dale H. Schulnk, *Motivation in Education Theory, Research and Applications, Teaching*, (New Jersey: Pearson Education, 2008), p. 4

¹¹ H Nashar. *Peranan Motivasi & Kemampuan Awal*. (Jakarta: Delia Press, 2004), p. 42

¹² *Ibid.*,

2. Determining the direction of learning activity, it is the way to the goal or aim that has to be reached. Learning motivation gives the direction and activity which has to be done that is suitable with the formulation of learning goal.
3. Selecting the activity of learning, it is to determine what are the activities that suppose to do which are appropriate to reach the goal of learning by selecting the activities which are unsupporting for the achievement.¹³

Based on the explanation above, learning motivation has a great role or function in the learning. From those statements it can be concluded that the purpose of learning motivation not only the motor in learning but it also will determine the direction of learning to get the goal. The last it is also useful in activities selection, so that the students or learner never wasting time in a useless activity.

c. Kinds of Learning Motivation

1. Intrinsic Motivation

Intrinsic motivation comes from within the individual.¹⁴ It means motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another student may study hard for a best because he or she enjoys the content of the course.¹⁵ So, intrinsic motivation is a natural tendency to seek out challenges as he or she pursues personal interest and exercise capabilities. The statement above shows that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

A more powerful category of reward is one which is intrinsically driven within the learner. Gage and Berliner said that intrinsic motivation can be found such as in students' interest, need, and goal in learning. Moreover, hobby exemplifies intrinsic motivation.¹⁶

- a) Interest. Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to selection of stimuli or attending to do something.¹⁷ Interest is the factor which determines an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be successful if they have high interest.
- b) Need. A condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing.¹⁸ It means that need is a circumstance in which something is necessary. There are three types of need, they are:
 - 1) Need for achievement. Involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.

¹³ Agus Suprijono. *Cooperative Learning, Teori & Aplikasi PAIKEM* (Yogyakarta: Pustaka Pelajar, 2009), p. 163-164

¹⁴ Jeremy Harmer. *How to Teach English*, (Oxford: Pearson Education Limited, 2007), p. 51

¹⁵ Jhon W. Santrock, *Educational Psychology*, (New York: Mc-Graw Hill, 2004), p. 418

¹⁶ N.L Gage & David C. Berliner. *Educational Psychology*, (Boston: Houghton Mifflin Company, 1984), p. 374

¹⁷ *Ibid.*

¹⁸ Jhon W. Santrock, *Loc. Cit.*, p. 418

- 2) Need for affiliation. People in this need seek to be liked by the other and to be held in high regard by those around them.
- 3) Need for power. Power is not about reaching a goal but about having a control over other people. People high in this need would want to have influence over others and make an impact on them.¹⁹
- c) Hobby. An activity or interest that is undertaken for pleasure or relaxation in one's spare time.²⁰ So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it.
- d) Goal. The researcher has said above that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning, or of specific learning activities and directs his or her efforts towards achieving them.

All people have a goal in their life. Before they do what they wanted to do, they have decided goal first. In teaching and learning activity, the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

2. Extrinsic Motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.²¹ Extrinsic motivations are motivated active function if there is stimulation from outside. An example: a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value.

Someone or anybody can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. This motivation appears or comes from teachers, parents and environment.²²

- 1) Teacher, a major factor in continuation of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfer knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.
- 2) Parents, a part from the culture of the world around students, their attitude to language learning will greatly be affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial.²³ Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get a better achievement.
- 3) Environment, outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is

¹⁹ Gary R. Vanden Bos, PhD, *APA Dictionary of Psychology*, (Washington DC: American Psychological Association, 2007), p. 612

²⁰ Sandra K. Ciccarelli & J. Noland White, *Psychology* 2nd edition, (New Jersey: Pearson Education, 2009), p. 361

²¹ Ur. Penny. *Op. Cit.*, p. 277

²² N.L Gage & David C. Berliner. *Op. Cit.*, p.374

²³ Jeremy Harmer. *Op. Cit.*, p. 51

part of the curriculum of thing status, the cultural images associated with English are positive.

All these view of language learning will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the students bring to class and whether or not that motivation continues. Even when adult students have made their own decision to come to a class to study English, they will bring their attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.²⁴

d. Factors of Learning Motivation

High or low of students' learning motivation can be influenced by some factors. As said above, in the kinds of motivation, each kind of motivation comes from some factors, so do the factor of learning motivation. There are two categories of factors of learning motivation. They are external factors which is factors that comes from outside of individual and internal factor which is factors from individual inside

The external factors which influence students' motivation level might include the students social live, the teacher, the method and learning environment. The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class.²⁵ For example, in Indonesia many people assume that English is an international language, so they have to be able to use English in communication. Therefore it can motivate Indonesian to study English. One other major factors of a student motivation is a teacher. As like everyone know, the role of English teaching learning process is as motivator. Therefore, high or low of student motivation is also influenced by teacher as motivator. Teacher can set learning teaching process to create the situation to be interesting so the students can be motivated. In other hand, Method is also a vital factor that influences student motivation. If the teacher apply appropriate method in English teaching learning process, the students can be more comfortable in learning process. So the goal of English learning is easy to be reached. The last factor which influences the students' motivation level is learning environment. Teacher or educator can decorate class to make student to be more comfortable in learning process. He or sh also can set sitting arrangement to make student to be comfortable in receiving the material.

Internal factor is factor that comes from individual inside. It might include needs, interest, and enjoyment.²⁶ The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication In his social live has a high motivation in learning English in order to master English to help him survive in social live. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. Most researchers and methodologists

²⁴ *Ibid.*, p. 51-52

²⁵ Jeremy Harmer. *The Practice of English Language Teaching*. (Edinburgh gate Harlow, England: Longman, 1988), p. 51-52

²⁶ Colin, Marsh. *Hand book for Beginning Teachers*. (South Melbourne, Australia: Longman.1996), p. 27

have come to the view that internal factors of motivation are especially important for getting success.²⁷ The success of learning will be reached easily if the students come to be interested, enjoy and love in learning process.

e. Characteristics of Students Who Motivated

Interested and motivated can be as the first vision of learning progress, because by the learner or students are interested and motivated those will make the students ready and ready to receive the learning as well as possible and also give a good feedback. When it happened it means that the goals of the learning have reached and successful. Then how to know that the students are who motivated in learning? According to Sadirman that the characteristics of the motivation whose has by someone as below:

1. Diligently in facing the assignment (able to keep and keep working in a long time, never stop before done).
2. Great tough in facing a difficulties (never surrounding).
3. Showing an interest to some various of problem (interesting to be success).
4. Have an orientation to the future (visioner).
5. Prefer to work alone without any helping.
6. Get boring to a routine assignments (something mechanically, a habitual, so its less creative).
7. Able to defend her or his argument (if she or he have beleived to).
8. Never easiely letting go something trusted.
9. Glad to looking for and solving the problem of questions.²⁸

As the additional, Hamzah B. Uno said that sited in Agus Suprijono the characteristics of students who motivated in learning as follow:

1. There is willing and wanting of success.
2. There is a drive and need in learning
3. There is hope dan ambihition in the future
4. There is appreciated in the learning
5. There is interesting activity in learning
6. There is condusive learning environment so that makes the students can learn well.²⁹

Based on the characteristics above, it can be concluded that when the students have the characteristics of motivation as like above, so they always have a strong enough motivation. In learning and teaching process will work and run well, if the students are diligent in doing the assignments, tough in solving some probles dan obstacles by their selves. Beside that the students also have to sensitive and responsife to a general problem and think of the solving. The students who are motivated have a wish and hope to success and if they fail, they will work harder to get what have they want and wish to. In other word, by a great effort and tough, especially based on learning motivation, they get and reach a good achievement in learning.

f. The Motivation of English Teaching

²⁷ Jeremy Harmer. *The Practice of English Language Teaching. Op.Cit.*, p. 51

²⁸ AM, Sadirman. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: PT. Raja Grafindo Persada, 2006), p. 83

²⁹ Agus Suprijono. *Op. Cit.*, p. 163

Teacher has an important role in teaching learning process, teacher is not only a person who transfer the knowledge to the students, but also has responsibility to make learning process successfully, the roles of the teacher are useful to facilitate the students to adopt more precise in teaching and learning process. The teacher not only has the roles, but also has a function, such as motivator. Therefore the teacher must know the students need and their interest.

Teacher and students have relation each other in the classroom. They constantly interact one each other. Teacher ask question, provide feedback, administer rewards and punishments, praise and criticize, respond to students' questions and request for help and offer assistance when the students experience difficulties. Teacher feedback is a major teaching function various types of teacher feedback are:

- a. Performance : provides information on accuracy of work; may include corrective information.
- b. Motivational : provides information on progress and competence; may include social comparisons and persuasions.
- c. Attributional : links students performance with one or more attributions.
- d. Strategy : informs students about how well they are applying a strategy and how strategy use in improving their work.³⁰

In teaching and learning process, feedback is important for each others to make progress and improve their teaching, so teaching and learning process will be success, and it can be said as a motivate learning and teaching.

F. Research Methodology

This research used correlation research. L.R. Gay said that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.³¹

From the above quotation, researcher concluded that the correlation quantitative was a kind of descriptive method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the correlation between learning by songs and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan.

The population of this research was grade XI SMA Negeri 6 Padangsidempuan. The grade XI SMA Negeri 6 Padangsidempuan was consist of seven (7) classes. They were five classes as IA and two classes as IS.

According to Gay and Airasian, "Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected."³² Sample is presentative whole of population. According to Suharsimi:

"Maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15 % atau 20-25 % atau lebih tergantung kemampuan peneliti dari berbagai macam segi".³³

³⁰ Paul R. Pintrich and dale H. Schulnk, *Op. Cit.*, p. 307-308,

³¹ L. R. Gay and Peter Airasian. *Educational Research* (New Jersey: Prentice Hall, 2000), p. 12.

³² *Ibid.*, p. 121.

³³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 72.

From the definition above the researcher took 15 % of the population as the sample, it means 15 % from the total of the population (270) is 40 students as the sample of this research.

1. Instrumentation

A research might had a good instrument in this research because a good instrument could go guarantee the valid data. According to Suharsimi Arikunto:

“Pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya.”

It means that the data collected is the chosen instrument and used by the researcher in his/her activity to collect the data in order the activity becomes systematic and easier. In this case, in order to get the data of this research, the researcher would prepare the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.³⁴

The instrument that used by researcher was questionnaire. There were 50 questions of the questionnaire, it was include for both variables, it meant 25 questions for each variable. The questionnaire contain of positive and negative question. The questionnaire that will used by multiple choice forms that consist of four chosen, they were a, b, c, and d. Then, the researcher gave alternative options: (a) Always (Selalu), (b) Often (Sering), (c) Seldom (Jarang) and (d) Never (Tidak Pernah). It can be seen as below:

Table 2.
The Likert Scale Rating

Optional	Score	
	Favorable	Unfavorable
Always	4	1
Often	3	2
Seldom	2	3
Never	1	4

The questions of the questionnaire are taken from the indicator of each variable. The indicator of songs technique taken from the advantages of songs. The indicator of the motivation both intrinsic and extrinsic motivation. The indicator of intrinsic motivation namely; interest, need, hobby and goal. Indicator of extrinsic motivation namely; teacher, parents and environment. Below are the brief table of both indicator, the X variable (learning by songs) and Y variable (Learning Motivation).

2. Technique of collecting data

the data collected by giving the questionnaire of both variables to respondents, and the data procedure will be conducted, they were : 1) The question and answer sheets are firstly distributed. 2) The researcher reads the instruction and explains how to do the questionnaire, and then the students are asked to put their identity on the answer sheet. 3) The researcher gives time or chance to ask something left or not in doing the

³⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2009), p. 134.

questionnaire. 4) The researcher gives time for doing or filling the questionnaire. 5) Then, the researcher collected the questionnaire after the students filled it.

3. Technique of analyzing data

After collecting the data, the researcher analyzed the data by using quantitative data; it presented in statistic formula. The statistic formula which used by researcher was product moment.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{ N \sum X^2 - (\sum X)^2 \} \{ N \sum Y^2 - (\sum Y)^2 \}}}$$

The explanations :

R_{xy} = Pearson- r product moment

N = Number of sample

$\sum Y$ = Total score distribution of Y

$\sum XY$ = Number of approximate score of X and Y

$\sum X^2$ = Sum of the squared score distribution of X

$\sum Y^2$ = Total square distribution Y.

$\sum X$ = Total score distribution of X

G. Conclusion and Suggestions

1. Conclusion

After getting the result of his research work, the research came to his conclusions as follows:

- 1) Learning by song in learning and teaching had influence to English learning motivation. It can be seen from the score by getting the mean score 70.15, where 70 % of students got score 67 to up.
- 2) The students motivation in English learning was almost good enough. It can be seen that more than a half of students or 68 % exactly had 68 to up score, and showed by getting the mean score 70.025.
- 3) There was not significant correlation between learning by song and English learning motivation at grade XI SMA Negeri 6 Padangsidempuan.

2. Suggestion

Based on the conclusion which was mentioned previously, the researcher would like to give some suggestions to people who get benefit from this research as follows:

- 1) To the Head Master of SMA Negeri 6 Padangsidempuan to support the teachers to teach well and provide facilities involves with learning process such as language laboratory.
- 2) To the Pices of Head Master of SMA Negeri 6 Padangsidempuan to support the teacher and students in learning process.
- 3) To the teachers English of SMA Negeri 6, even to all teachers, the students should be taught in various technique as possible to make them interested and motivated in learning.

³⁵ Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 193.

- 4) The students can be motivated by using something relate to their interesting and condition to produce a good learning.
- 5) The researcher on this occasion hoped that other researchers will conduct a research related to the topic of this study, further, especially to find out other correlation on learning by songs and English learning motivation.

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