

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching involves importing knowledge, skills, and behaviors to students as prescribed by the curriculum (Rai, et al. 2022). To get successful in learning activities, every teacher needs to influence the students in teaching through their instruction. Many teachers want to teach English effectively in the classroom, but sometimes it is common when teachers are teaching, the students show negative behavior, such as making a noise and disturbing the learning activities. Teachers can minimize the students' negative behavior by motivating students in the classroom. According to Jefiza (2017), motivation is the key to learning English successfully. In other words, there is a significant relationship and connection between learning and motivation.

Students' motivation plays an important part in learning English. Strong learning motivation encourages students to begin their studies with a correct and positive mindset, master English with a clear purpose and desire, and eventually achieve higher grades. Furthermore, teachers can explore creative ways to motivate students for language learning.

For example, they can use English popular songs to boost students' motivation for language learning. Diakou (2013) states that songs are flexible and an effective instructional tool for a variety of reasons and can be used for a variety of goal. Additionally, songs are regarded as a form of active learning approach that performs incredibly well for teaching foreign languages.

Cheung (2001) states that the use of media is essential to good teaching and learning because it provides students a meaningful and tangible way. Popular songs are one of the genres that are often listened by students and can be unique way to connect language learning with students' every day experiences. Students often find the songs whenever they are, for example in shopping center, public transportation, usually in their own house. They might have many collection playlist popular songs in their smartphone. It was possible for them to familiar with popular songs if it brought in the classroom. Al-Smadi (2020), in the global context of English language use, popular songs serve as entertainment and a useful tool for language learning in the

classroom. In short, English songs can enhance students' language skills, linguistic knowledge, pronunciation, and cultural consciousness (p. 52-53).

According to Diakou (2013), general songs can create positive emotion for students and reduce anxiety because songs can create enjoyable situation, boost motivation, and reflect cultural features. It means that music has an important role in the everyday life of many people, particularly popular songs. Music is very beneficial to students' mental health. When teachers play song in the classroom, students get more focus and less anxiety. By using songs in classroom, could be helps students' motivation to learn English. Songs encourage students to feel more engaged and interested in the English classroom, because songs contain rhythm and music which makes the environment for learning fun for them.

Based on the background above, it is clear that the use of songs can help students learn English effectively. However, the effectiveness of the use of English popular songs on motivating the students is still unknown. Therefore, this research aims to investigate whether the use of popular songs can improve students' motivation to learn English as a foreign language in the context of high school Education in Indonesia.

1.2 Research Questions

The research questions are stated as follows:

1. How motivated are the students in learning English?
2. Does the use of English popular songs affect students' motivation in learning English?

1.3 Research Objectives

The research objectives guiding this study are states as follows:

1. To reveal the levels of students' motivation in learning English.
2. To find out the effect of the use of English popular songs on students' motivation in learning English.

1.4 Significance

This study is expected to contribute to the field of learning motivation, especially in students' motivation to learn English, and find out the effect of students' motivation and English popular songs in teaching English. The theoretically of this study related to teaching vocabulary, listening and also writing. And for practically related to the teachers who want to implementation the songs in classroom.

1.5 Scope and Limitation

In this study, the author investigated the use of English popular songs can effect students' motivation. The limitation of this study focused on implementing three English popular songs;

1. Just the Way You Are – Bruno Mars (2010). This song received the Popular International Music Video award in 2011 (*Channel V day*. Student-Weekly, 2011). This recognition helped increase the credibility and popularity of the song.
2. Ghost – Justin Bieber (2021), occupied the 14th position in popular songs out of 290 Justin Bieber songs (Hannah Dailey, 2024).
3. One Time – Justin Bieber (2009), occupied the 21st position in popular songs out of 290 Justin Bieber songs (Hannah Dailey, 2024).

1.6 Definition of Key Terms

Motivation as the causes behind actions that are characterized by volition and willingness (Lai, 2011). In order to understand how individual act in certain ways and feel the need to study toward a particular goal, motivation is the result of combining attempt and desire.

Songs can be used as a tool to motivate students to learn English, involve in listening, pronunciation, vocabulary and also writing. Since popular culture especially popular songs, it can make students interested, they are motivated to be active students. Songs in this study choose from three songs that still popular in social media such as Just the Way You Are, One Time, and Ghost.

Dörnyei (2009) states, that is L2 learning experiences is one of important component in motivation. The L2 learning experiences, which takes into consideration the impact of many classroom factors, including the teachers, methods of learning, learning resources and other factors that may have an effect on students' desire to learn more.