

**THE USE OF SONG LYRICS TO IMPROVE STUDENT'S MOTIVATION
IN LEARNING ENGLISH**

**(An Action Research at the 11th Grade student of SMK
Muhammadiyah 5 Kalitidu in the Academic Year of 2018/2019)**

SKRIPSI

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LEGITIMATION

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objectives of the study, significances of the study and definition of key terms.

A. Background of the Study

Every human needs language to communicate with others. They can express or show their willing and feelings through language. They also share their thought and ideas through it. One standard definition of language is a system of arbitrary conventionalized vocal symbol, written or gestural symbol that enables member of a given community to communicate intelligibly with one another (Brown, 2000, p.5). Based on the definition above, it seems that the function of language is very crucial in our life, it is for communication.

English is an international language that is almost used throughout the world and also as a tool that makes it easy for us to interact to foreigners who came from different countries. The role of English in the world is very important because many related languages dominate with the progress of the times. Crystal (1987, p.358) states that “English is considered as a world language. English is dominant in all five continents; namely Asia, Europe, Australia, Africa and America. It is the main language of books, newspaper, airports and air traffic controls, international business and academic conferences, science, techonology, medicine, diplomacy, sports, international competitions, music and advertising.” It shows that English is used in every field. It includes academic field or education.

In Indonesia, English is not the main language but a foreign language or a second language. English in Indonesia doesn't come from the mother tongue or the mother's language, but comes when children get education in school. Therefore, teaching English in Indonesia is a big challenge because some Indonesian children have very little knowledge of English. In this case, of course we rely on the role of teacher in teaching that language to children.

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language. To achieve this, there are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001:199, 246)."

English is different from Indonesian. English is more complex due to the grammar or structure of the language itself. It's supported by Dörnyei (2001) who states that language is more than communication code whose grammar rules and vocabulary can be taught very much the same way as any school subject.

Generally, there are still many students who have difficulty in learning English. Especially, the students who lives and attend school in the village. Their problems in English also occur due to; firstly, the lack of knowledge about English, this happened because children are not introduced is an early age by their parents. Secondly, too much vocabulary with diverse pronunciation or dialect, this is what often triggers students to have difficulty understanding English lessons. Third, feeling bored, students will feel bored if learning English in the classroom

is too monotonous and serious. For example, in learning activities in English, the teacher still uses the old method to teach that the student are told to imitate what is said by the teacher. Then, the important role in all of educational factor is motivation. It's supported by McDonough (1983, P. 142) that states " the motivation of the students is one of the most important factors influencing success or failure in learning the language". Brown (2001) also adds that "motivation is a factor that influences the high or low of the goal. It means motivation as well as determining the success of students. the more encouragement the motivation of parents and their surroundings environment, then, the more developed the mindset and their interest in learning". On the other hand, if it's less motivation encouragement. Then, it may cause a setback against the mindset of student and also decreases his interest study in learning. Especially in English.

In addition, the method of motivation used in learning English. There is one of the techniques of teaching English are familiar for teachers apply in English teaching and learning process. However, this technique is rarely applied by most teachers. The reasons why this technique is rarely used is the limited media that can be used and the teacher can't choose suitable method for the students.

In the English learning method is not a specific reference to success in teaching as it has been expressed by Ersoz (2000) who agreed that "teaching English successfully is not just a question of method". He emphasized that the best lesson may fail due to the fact that the personal diversity and needs are underestimated; therefore, it is worth looking for reasons behind their passiveness which could be due to lack of fun and interest. It means the method

is only used for learning procedures that are focused on achievement of goals and the opposite technique be the elaboration of a method of learning.

One technique familiar to some teachers that is using the song lyrics. According to Brand & Li (2009) advocated that “using song lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others”. It means lyrics can help make it easier for students to learn English, not only that lyrics can make teaching and learning process more relaxed and enjoyable. because with lyrics students are more enthusiastic in learning English. According to Awe (2003, p.51) states that “Song lyrics are language style vocal games and word meaning deviations which are language games in creating song lyrics. In addition, music and melody notations adapted to the lyrics are used to strengthen the lyrics, so that listeners are increasingly carried away with what the writer thinks.”

Song lyrics have some advantages in learning english. Firstly, the lyrics encourage and increase cognitive learning by integrating multiple dimensions that will engage students of varying abilities. Secondly, students retain more knowledge when reinforced through song and the integration of lyrics and language. Third, lyrics or music infused throughout learning creates authentic interactions that are connected, flexible, and often collaborative. Lastly, one of most important lyrics have four major language acquisition skills that are targeted include grammar, vocabulary, pronunciation and listening, however learning a language to a high degree requires communicative competence as well (Baker,

2013) Based on the researcher's opinion using song lyrics as a media that can be good idea to help teacher in teaching learning process.

Based on the preliminary study did through observation and interview to the eleventh grade English Teacher of SMK Muhammadiyah 5 Kalitidu there were some a problems in the teaching learning of English. The teacher claimed that the students of the eleventh grade had problems in knowledge of English lesson. Lack of knowledge about English which triggered student not to be passionate about learning. It also causes the students bored easily in joining the English lessons. In addition, the teacher has already tried some teaching techniques for students are not bored easily by the game. Even though, the teacher already gave the games or other teaching techniques, there are still lack of focus in the students follow the English learning. As a result, lacked of knowledge became the main problem for the students.

Some of factors can cause these problem: Firstly, background of knowledge, most of them graduated from rural junior high school or could be called schools that had not developed so that the English taught in junior high school was very limited. Because of , the lack of media and the teachers at the junior high school are still using the old method due to the teachers in the junior high school can't choose suitable method for the students. Then, lack of motivation that is caused by several factors, namely internal and external factors. Internal factors come from themselves like the psychological condition of the student. Then, external factors come from the social and non-social environments such as the social and non-social environments that most students are lazy with can lead to a decrease in student's motivation.

Considering on the phenomena depicted above, the researcher discussed with the English teacher to improve student's motivation in Learning English by using song lyrics. The song lyrics was expected to make eleventh grade students more interested, focused and enjoyed in Learning English. Why did I used the song lyrics to improve student's motivation in Learning English? Because, some of the eleventh grade students are still have problem in term of their knowledge and motivation in learning English. The researcher is interested in investigating the phenomena into a research entitled: *"The Use of Song Lyrics to Improve Student's Motivation in Learning English"*.

B. Research Problem

From the background of the study stated above, the researches formulated questions as follows:

1. Can song lyrics improve student's motivation in learning english?
2. How is the use of song lyrics to improve student's motivation in learning english?

C. Objectives of the Study

The purposes of this study stated as follow:

1. To know whether the song lyrics can improve student's motivation in learning english.
2. To know how to apply the song lyrics to improve student's motivation in learning english.

D. Significances of the Study

The researcher hopes that the result of this research will have some significances as follow:

1. Theoretical Significance

Theoretically

The researches giving a reference to develop teaching learning process, especially motivation in learning English using lyrics media that can make the student's motivation in learning English will be more excited and interesting. Then, giving motivation for teachers to be more creative and innovative in using strategy to teach English.

2. Practical Significance

Practically

The researches improving student motivation in learning english using lyrics media that can make students relax and spirit in following teaching learning process. Then, its making the class more lively in learning English. So, in this classroom the teachers that uses a technique or method it will more easily explain about English learning.

3. Pedagogical Significance

Pedagogically

The researches provides easily method that can be understood by students with interesting content that can motivate student in learning English. Then, content in the form of lyrics that have a style of language that is easy to memorizing and recalling. So, this goal of

researches giving some helpful easy and lighter method for teachers to more enthusiastic in teaching of learning in English

E. Definition of Key Terms

1. Song lyrics

According to Awe (2003, p.51) states that “Song’s lyrics are language style vocal games and word meaning deviations which are language games in creating song lyrics. In addition, music and melody notations adapted to the lyrics are used to strengthen the lyrics, so that listeners are increasingly carried away with what the writer thinks.”

2. Motivation

According to Uguroglu & Walberg (1979) stated that “ motivation is essential for learning and achievement in all fields of human endeavor. Motivation and educational achievement as reflected in grade point average are positively correlated at all levels of schooling, elementary through college.”

CHAPTER II

LITERATURE REVIEW

This chapter presents two sub-chapters of discussions. The first sub-chapter is the discussion on the theories related to this study, which is presented in theoretical review. The second sub-chapter concerns about review of related research. It summarizes all relevant theories related to the study.

A. Theoretical Review

In the theoretical review, the research discusses the theories related to the research.

1. Song lyrics

a. Definition of Song lyrics

Generally, music consists of two elements, sounds as the primary and lyrics as the secondary (Dallin 1994). Lyrics have significant contributions to the music although the lyrics only become the second element of the music. Lyrics give listeners a deep understanding of the message conveyed by the writer in the song.

According to Dallin (1994), “Lyrics are written as a form of interaction between the writer and the listeners. Most of the times, they carry a message (whatever that might be) with the purpose of motivating the listeners, at least, to think about it. Such a purpose and form of interaction are embedded in the cultural context of these people, according to their musical preferences, time, etc.” Lyrics are words that make up song. A song usually consisting poem and choruses. Brand & Li (2009) advocated that “using song’s lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be

understood by others”. Thus, according to them, exposure to lyrics also teaches vocabulary, grammar, rhythmic speech, phrases, and meanings.

Song lyrics are one of the teaching media that can be used to teach several skill in learning English. Because, song lyrics can provide teaching that is easier to understand and more fun. Besides that, Wray & Perkins (2000) have suggested that ”most speech in song is the repetition and variation of memorized formulas and that these formulatic lexical phrases are flexible and therefore allow for many repetitions. Distinctive intonation, rhythmic and stress patterns that found in songs, making it easier for the learner to remember and apply”.

According to (Jolly, 1975: 14; Shin, J.K., 2006) that “songs are useful teaching aids which raise and maintain students’ motivation, especially in cases when they are catchy and supported with colorful visuals, reality (objects from real life used in classroom instruction), and movement”. Beside that, According to Millington (2011) songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. It means, song lyrics and music are very useful in improving students' motivation in learning English. Song lyrics also make it easy to stimulate the students' brains to be able to understand and remember the words in the song for a longer period of time. Song lyrics have a colorful of visuals that make it a lightweight and fun to be applied in Learning English. Therefore, it also became an important reference in the pedagogic competence, as explained by an expert in the statement above.

From all of the opinions of experts it can be concluded that the song lyrics is an alternative media that can provide an encouragement and a change in the

mindset of a child. Furthermore, lyrics make a change of atmosphere in the teaching and learning process that is more lively and enjoyable.

b. The Advantages of Using Song Lyrics as Teaching Media

There are so many advantages in teaching and learning by using lyrics as teaching media, which are as follows:

- 1) learning is more enjoyable.
- 2) It can be more relaxed in learning English.
- 3) Improving motivation learning.
- 4) It reduce stress pressure when learning English.
- 5) Improving concentration in learning English.
- 6) Improving memory in learning English.
- 7) Adding knowledge and vocabulary in learning English.

Dave Meier reinforced those statements above. According to (Meier, p. 176) argue that music has many advantages in teaching and learning process:

- a. To warm, creating sensory and creating learning condition.
- b. Make relax thinking and opening to learn.
- c. Creating feeling and positive association of the learner.
- d. Increasing the brain.
- e. Motivates learner sensory.
- f. Helps fast and increasing in learning process.

c. The Procedures in Applying Song Lyrics

This is the rule of Lyrics in learning English as follows:

- 1) First, the students make a small group. Each group contains 1 to 4 students.
- 2) Second, each students should to open their textbook and looking for lyrics that have been provided in their textbook.
- 3) Third, when the student is ready, the teacher play the song on the laptop as many times.
- 4) Then, the student must listen carefully and see the lyrics in the textbook.
- 5) After that, the teacher command to sing the following song lyric along with your classmates.
- 6) After the song is finished, the teacher will ask each group of students to have a discussion and analyze the lyrics.
- 7) The last, After students have finished the discussion. The teacher will tell one of the representatives from each group to advance in front of the group and tell what message is conveyed in the song.

How to apply the song lyrics in this class aims to practice compactness in the group, practice concentration, to practice understanding to process vocabulary in English sentences and practice self confidence in front of classmates. On the other hand, the procedures suggested by Haycraft (1983: 93) states that some variation using songs recorded on tape, they are:

- a. Play the tape as many times as necessary and ask question.
- b. Get the class to using line by line, following the tape.

- c. Show the students the script and get the class to sing it following the tape.
- d. Divide up the class and have a group, each singing a line. Replay as often as necessary. Find out who has a good voice and try to get solos. Bring out the students to conduct different combination until song is familiar.

d. The Purpose of Using Song Lyrics as Media to Improving Student's Motivation in Learning English.

The main purposes of using lyrics to improving student's motivation in learning English is to provide a breakthrough new media in learning English that already exists but is rarely used by most teachers. In addition, to provide an overview to the teacher to trying to use this media of teaching will be more enjoyable for students and reduce the level of boredom students in learning English. With trying this media, the teachers also expected to have other creativity to develop this method in order to improve student motivation in learning English.

In this result, the researchers hopes that using this method can provide changes in learning English, which is as follows: increasing interest in learning English, the students can change their mindsets that think English is difficult to be a subject they like it, it gain a lot of knowledge about English, it can remember a lot of vocabulary in learning English, it make the class more alive when learning English and it can be able to improve motivation in students to continue learning, especially, in learning English.

2. Motivation

a. Definition of Motivation

The term motivation is derived from the Latin verb *movere* (to move), (Schunk, Pintrich, & Meece, 2008). Another definition comes from Dörnyei (2001, 7) describes “ motivation as the choice of particular action, the effort of doing something and the persistence with doing it”. Dörnyei (2001, 7) also states that “ motivation explains why people decide to do something, how hard they are going to achieve it and how long they are willing to maintain the activity”. From the theory above, we can conclude that motivation is a factor that comes from inside and outside of ourselves that can encourages people to do something they want to achieve.

According to Uno (2008, 23) That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:

1. Desire to success.
2. There is pushing of study.
3. There are necessities in study.
4. There is expectation in future.
5. Appreciation in the learning process.
6. There are attractive activities in the teaching learning process.
7. Good learning environment.

It means, motivation is a one of important factor that influence the achievement of students in Learning English. “Motivated students are likely to learn more and learn quickly than students who are less motivated” (Spolsky, 1990, p.157). Improving and maintaining motivation during the learning process is one of the best ways to success in a teaching and learning process.

Then, according to Tileston (2004) states that “ motivation relates to the drive to do something, to study new things and encourages us to try again when we fail”. Hime and Rutherford (1982) also state that “motivation is the feeling nurtured primarily by the classroom teacher in the learning situation as he engages in carefully planned as well as intuitive which will satisfy one or more of the basic, universal, cognitive and affective human needs. It’s supported by Dörnyei (2001, p.7) that states “ To summarize, motivation is related to one of the most basic aspects of the humand mind, and most teachers and researchers would agree that it has very important role in determining success or failure in any learning situation. Language learners, who really want to learn a foreign language be able to master a reasonable working knowledge”.

b. Function of Motivation

Acordding to Sardiman (2008) states that “ there are three functions of motivation. The are encouraging people to do certain activities, giving directions, and determining action”. Then, according to (Yamin, p.161-162) states that “The function of motivation includes the following:

1. Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.

2. Motivation serves as a director. It means that motivation drives to an act of achieving desire.
3. Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.
4. The theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture; need for achievement, need for affiliation, and need for power.

c. . Types of Motivation

In language learning “There are two types of motivation, which are extrinsic motivation and intrinsic motivation”(Woolfolk, 1990, p.308).

a) Ekstrinsic motivation

Ekstrinsic motivation is “ motivation that is caused by external factors or outside rewards which have nothing to do with the learning situations”(Woolfolk, p.308). Wilkins (1972, p.184) also supported those arguments by stating “ A learner is extrinsically motivated when he or she wants to learn language in order to pass examinaton, to use it in one’s job, to use it holiday in the country, as a change of watching television, because the educational system requires it”.

Then, “Extrinsic motivation is learning activity that occurs from the encouragement and someone“ s need that absolutely not related to the activities of their own learning”(Yamin, 2008, p.163). It means, extrinsic motivation is much influenced by the environment around them. Like, they have to learn English because in the school environment has a rule that requires them to speak English fluently. This is the motivation that encourages students to learn English.

Schunk, Pintrich and Meece (2008) state that there are four extrinsic motivational in which the individual is motivated. Those are external regulation, introjected regulation, identified regulation and integrated regulation. Schunk, Pintrich and Meece (2008, p.80) define those extrinsic motivational figures as: “ External regulation is student initially may not want to work on assignment but do so to obtain rewards and avoid punishment. These students react well and try to do the work to obtain rewards or avoid punishment. Introjected regulation is when students may engage in a task because they think they should and may feel guilty if they do not. Identified regulation is when students engage in the activity because it’s personally important to them. The students want to do the task because it’s important for them; even it’s more out of utilitarian reasons. The last is integrated regulation which is whereby the students integrate various internal and external sources of information into their own self-schemas and engage in behavior because of it’s importance to their sense of self”. So, External motivation is obtained from outside factors. For example the students need pass an exam, they must study hard. Then, the students like learn English because external reasons. It may be they afraid punishment or reward expectation in their school.

b) Intrinsic Motivation

Intrinsic Motivation is motivation that comes from itself without any coercion from other people or from the influence of the surrounding environment. According to Lai (2011), intrinsic motivation is animated by personal enjoyment, interest, or pleasure. As Deci et al (1999) observe, “ intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in

effective volitional action”. Ryan and Deci (2000, p.56) define intrinsic motivation as: “The doing of an activity for interest inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards”.

According to Yamin (2008, P.163-164) states that “Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning”. It means intrinsic motivation give high value result, such as creativity, quality, spontaneity and fightiness in learning English.

Intrinsic motivation would make students set their own goal, such as goal to learn and goal to achieve. As Pintrich (1996, p.79) says that “ A mastery goal, the desire to gain understanding of a topic, has been found to correlate with effective learning strategies, possitive attitudes toward school, the choice of difficult task as opposed to simple task, perceived ability, effort, concern of future consequences, self-regulation, the use of deep cognitive processes, persistence achievement choice and initiative”

In the existence of intrinsic motivation influenced by some factors, according to Lepper and Hodell as cited in Moskovsky and Alrabai (2009), “propose four main factors as the principal sources of intrinsic motivation, which are challenge, curiosity, control and fantasy”. Vockell (2001, p.1) defines challenge as “ Based on the assumption that learners are likely to be intrinsically motivated by difficult task when (a) they themselves set and try to achieve clearly

defined objectives, (b) these objectives are not perceived as either extremely hard or extremely easy, (c) learners are provided with constructive and encouraging feedback about their progress and (d) learners feel confident and competent after completing these task". Subsequently, according to Vockell (2001) indicates that curiosity involves the assumption that learners would be more motivated if they are provide with more interesting and stimulating sensory and cognitive environment. Control refers to the learners' level of control over what they do and how they do it. Learners will get a stronger sense of being in control if they recognize their learning activities to be relevant to what they are trying to accomplish (Vockell, 2001). The last is fantasy that refers to the learners' ability to use their imagination to visualize make-believe event/situations which are related to the information being learned and at the same time satisfy learners' emotional needs (Vockell, 2001). By knowing the four principal sources of intrinsic motivation, the teachers as fasilitator in school should be able to improve student motivation in itself with a fun variation of learning methods which can interest students and create a sense of curiosity in learning English. In addition, intrinsic motivation make students can develop by itself without any coercion from anyone. It is a pure motivation arises from within themselves that encourage them to be persistent in achieving what they want, such as in learning English.

d. Student's Motivation in Learning English

Students have many reasons to be able to learn English. One of them is motivation. Simple things that make them like English because they really like it or because it only school requirement that they have to do. According to Woolfolk (1990, p.328) sates that " students motivation to learn as a students' tendency to

find academic activities meaningful and worthwhile and try do derive the academic advantages from those activities”. It means motivation is required students to make any academic activity becomes meaningful activities that can improve their skills.

Student’s motivation is important thing in Learning English. There are six components of the learning motivation (Frith, 2001, p.3). those components are:

1) Curiosity

Curiosity is a natural character that humans have from birth. Curiosity comes when we find something new. Besides, curiosity made us smarter because we're going to try to find in detail and depth to what we want to know.

2) Self-efficiency

Self-efficiency is the right way to manage yourself. For example, providing the right way to develop students' confidence. According to Frith (2001, p.3) describes that as performance accomplishment, one of four possible sources of self-efficiency.

3) Attitude

According to Frith (2001, p.3) states that the attitude of a student toward learning is very much an intrinsic characteristic. It’s not always demonstrated through behavior. In other word, attitude can’t be seen directly, but people can feel others’ attitude.

4) Need

The most well-known and respected classification of human need is Maslow’s hierarchy of needs. Maslow categorized the human needs into five levels,

psychological (lower-level), safety (lower-level), love and belongings (higher need), esteem (higher need), self-actualization (higher need).

5) Competence

Competence is intrinsic motivation in learning which is closely related to self-efficiency. Competence can also be interpreted as a skill in deciding something.

6) External Motivators

External motivator is an outsider who can give inspiration and encouragement of students in learning. According to Sadirman (1986) stated that “there are some characteristics of motivated-students. Those characteristics are: The first characteristics is they have persistence in facing the task. Secondly, they don’t give up when facing the difficult task. Then, they will be able to work for longer time. The last is the students are interested in the task that they have to finish”.

We can conclude that motivation is a crucial aspect for the development of students in teaching and learning activities. Motivation can also influence students' mindsets. Because, with the motivation of students will automatically think to keep more advanced due to the influence and encouragement of motivation that was dominant in various aspects. So, motivation is very needed by students in order to make teaching and learning process more alive and more enjoyable, without motivation students will can’t do the best to achieve whatever they want.

B. Review of Related Literature

There are some previous studies conducted by some researchers related to this study. Here some previous from the strategies to improve student's motivation in Learning English.

A Study conducted by Kinanti (2016) about student' intrinsic motivation in Learning English. She said that motivation is an important factor in learning English. It determines the students' success in Learning English. The result of this research revealed that the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in Learning English. The reason was the students' mean score of questionnaire result was 94.93. It showed that the mean score was higher than 84 (Intrinsic Motivation Index). The finding of this research helps the English teacher of SMP BOPKRI 1 Yogyakarta to decide the right teaching strategies to teach English.

A Study conducted by Firdaus (2013) about textual meaning in song lyrics is aimed to find out the most frequent Topical Theme in the song lyrics. The research shows that Topical Theme is the most frequent Theme which appears 70 times (68.63%) followed by Textual Theme which appears 28 times (27.45%) and Interpersonal Theme which appears 4 times (3.92%). The messages in the lyrics are mostly about love which is divided into three different points of view, i.e. the issue of love to an opposite sex, the issue of love to a son, the issue of love to life.

A Study conducted by Džanić. (2016) about Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect

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

A Study conducted by Hidayati. (2016) about students' motivation in learning English by using games. She said that Learning English is really important in this globalization era, since English is an international language. Considering those function of English, recently some Islamic boarding houses facilitate their students to learn English through English class. One of them is Pondok Pesantren Darul Falah Be-Songo Semarang. The result of this study showed some findings. English teaching and learning at Pondok Pesantren Darul Falah be-songo Semarang is unorganized by syllabus. Based on the observation at the third class, it was found that the teacher implemented some games to teach. It was remember game and gallery walk. Meanwhile, the result of questionnaire showed that the students' motivation is in the level of "fair". It can be seen from their attitudes and activeness in the classroom. Their response in learning English by using games was very positive. But they want to make it proportional between playing games and teacher's explanation.

A Study conducted by Hadian. (2015) about the use of song lyrics in teaching listening was aimed at investigating the students' response toward the use of song lyrics during the teaching of listening, and the challenges faced by the teacher and students in using song lyrics in listening class. The findings of this study showed the use of song lyrics as an effective technique for teaching listening. Significantly, it can be seen that the students enjoyed their listening activity. As a result, they responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process.

Based on the explanation above, the previous research has similar object with the writer's research that is the use of lyrics to improve students motivation in learning English. On the other hand, this research has some differences from previous research that is in terms of his practice. This research is the latest technique made by researchers to overcome the low motivation in learning English. This technique is very mild and easily applied in learning English. Then the main reference for researchers is the lyrics, because the lyrics are applied directly in teaching and learning process. In this study, researchers will conduct observation and distribution of questionnaires for each student who aims to know whether the lyrics can improve student's motivation in learning English.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a set of methods or procedures, which is used by the researcher in conducting the research.

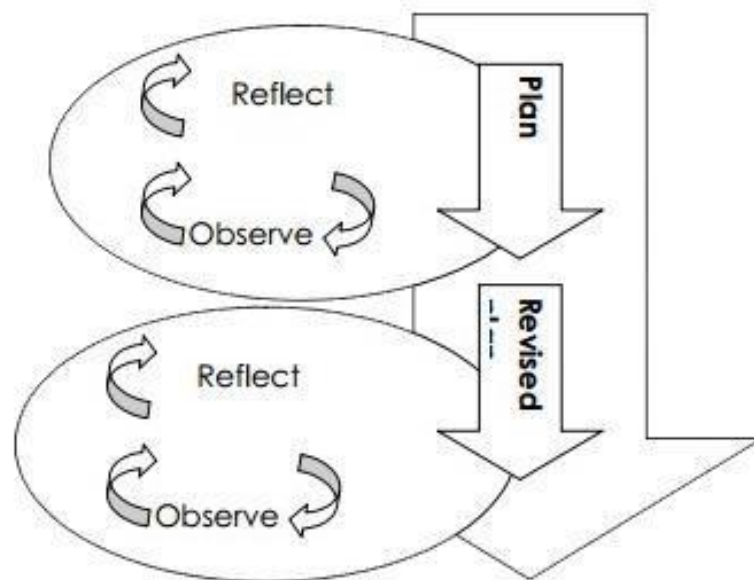
A. Research Design

A research design is a plan or strategy for conducting the research (Winersma, 1999. 81). Further, it's plan. Research design deals with matters such as selecting participations for the research and preparing for data collecting.

Action research defines as a systematic study that combines action and reflection with the intention of improving practiced (Ebbutt 1985:156 in Cohen 1994:297). Action Research means the researcher does his or her research by teaching real students in the real class, using steps which were designed by him or herself. Besides, one of the characteristic of action research is problem solving oriented.

Action research consists of four basic components. Burns (1999, 32) explain that action research proceeds through a dynamic and complementary process which consists of four essential moments planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process. Afterwards, in reflecting step, the result is evaluated and it's continued to next cycle. Wallace (1998:4) states that action research is a way of reflecting on your teaching (or teaching-training, or management of an english department, or whatever it's you do in ELT).

In this action research there were four phases in one cycle for doing classroom, there were planning, acting, observing, and reflecting (Hopkin1985:50). Research design which will be done in this study used two cycles. Each cycle consists of two meetings. Then, each meeting consists of four activities; planning, acting, observing, and reflecting as Hopkin to said above. It means that if the target was not achieved yet in cycle 1, the next cycle must be conducted after revising plan. On the other hand, to know the existence of the improving of motivation in learning English there are several indicators, namely: the students begin to be active and responsive in the classroom, the class is more alive than before and then the result obtained after conducting research is the students should get scores above the average KKM standards in English lessons. The process of the action research could be seen in the following figure:



(Hopkin1985:50).

a. Planning

In this step, the researcher explains about what, why, when, where, and how the action will be done. In planning step of the study, the researchers prepare everything that will be needed and used in the study. They were providing Lyrics to improving student's motivation in Learning English.

b. Acting

Acting is the act of collecting and analysing the data (Mertler in Prasetya, 2012: 29). This step is the implementation of the planning. This step must follow the plan that had been planned in the planning step. The researcher as the teacher may do modification but may not deviate from the planning.

c. Observing

Observing is execution of observation which is done by the observer. In this study, the person who acts as the observers is the real teacher of the subject study. The observer had to note what is happened when the researcher does the action.

d. Reflection

In this step, the observer had to reflect the action which had been done to the researcher who acts as the teacher in this action research. If the result of the first cycle is good enough. To support the research, the researcher used questionnaire to gather the data. Hopefully, this research could be conducted well and could achieve the objective of this research.

B. Role of the Researcher

As stated before that the researcher used a collaborative action research. There was collaboration between the teacher and the researcher. In this research, the role of researchers in the field is very important because researchers are those who feel the existence of problems that need to be resolved and also have an interest in problem solving. Therefore, researchers have to look itself in the field to observing about student's motivation in Learning English. Then, analyzing it's problem in the research.

C. Setting of the Research

SMK Muhammadiyah 5 Kalitidu is located in Muhammadiyah institution, Cepu-Surabaya highway, Mlaten village, Kalitidu sub-district. The curriculum used in the school is K13 under Religion Department.

D. Subject of the Research

The subject of this study were all of the eleventh grades of TKJ (computer network engineering). These students were in the second semester of 2018-2019 academic years. The total students as the subject 16 students.

According Phillips and Car (2010:35) states that "a student-teacher researcher is a guest in a school and classroom". That reason why the researcher choose this class (eleventh grades of TKJ) as the subject is caused all of students are active and can be handle it.

E. Source of the Data

The object of this research is an intensive English teacher of SMK Muhammadiyah 5 Kalitidu. On the other hand, the data sources were also of getting through the observing activities related to student's motivation in Learning English.

F. Procedure of collecting data

There are many techniques which can be used to collect data either primary or supporting data. According to (Arikunto, 2002 p.227) states that “there are five methods in data collection; interview, observation, test, questionnaire, and documentation”.

In collecting data the researcher use some techniques:

1. Observation

Arikunto(2013, p.272) said that “an observation is a way to get information by observing and taking notes systematically about observed phenomenon”. Then, According to Schunk, Pintrich, and Meece (2010), “Motivation is a process rather than a product. As a process, we do not observe motivation directly but rather we infer it from actions (e.g., choice of tasks, effort, persistence) and verbalizations (e.g., “I really want to work on this”)”. In this research, the researcher used classroom observation. Based on this explanation it can be concluded that researchers observe the teaching and learning process in the classroom with having to participating in the process. So, researchers getting data from natural situations that occur when the learning process takes place. Like, how is the

condition of the class and whether students can understand what the teacher explained. This observation is the way to investigate method by using lyrics as media that improve student's motivation in learning English.

2. Questionnaire

According to Arikunto (2006, p.151) said that "Questionnaire is a number of questions which is used to gain the information from the respondents that deals with their personality report (statement), or everything they know". Questionnaire itself had two kinds of question type; they were closed and open questions (Wallace, 1998: 134- 135). Then, "The advantage of this type is usually made the questionnaire easier and quicker to fill in, and then quicker and more reliable scoring of the responses (Wallace, 1998: 135)".

In this study, the respondents of the questionnaire were students themselves. A question was given to get information from the students based on their needs, interest, like, dislike, about teaching learning process. This questionnaire aimed to get information about students' opinion in the Learning English which used Lyrics as media in improving student's motivation. There were fifteen multiple choice items, each item had three options that were named as a, b, and c. Then, each option was given a score that shows the quality of each indicator. The score range is as mentioned below:

The score range

Options	Score	Meaning
A	1	Low
B	2	Medium
C	3	High

3. Documentation

According to Sugiyono (2010:14) states that “documentation is a list of fact that has been done by people”. In this reeseach, documentation can be used as a real facts that is based of the documenter. Like, the school’s condition, school’s facilities etc.

Documentation is technique to get information (data) from some written resource or document which had relation with the object of research (Arifin, 2009:103).

G. Procedure of Analyzing Data

After gathering data, the step that had to be done was analyzing data.

There were one data which had to be analyzed; a questionnaire.

The questionnaire was analyzed by the following steps:

- (1) grading the item of the questionnaire
- (2) tabulating the data of questionnaire
- (3) finding the mean by using formula:

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$ = the total scores

N = number of students

- (4) determining the graded score
- (5) matching the mean to a criterion
- (6) concluding the questionnaire result