A THESIS

USING ENGLISH SONGS AS A LEARNING MEDIA IN INCREASING THE STUDENT'S MOTIVATION OF THE ELEMENTARY 5TH GRADE STUDENTS AT BAN THANAM SCHOOL THAILAND

By

TUAN NURMEE HAYEEMA
Reg. Num : 18.1300.135

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC ISTITUTE (IAIN)
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic

Institute of Parepare in Partial of Fulfilment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

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To

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ENDOESMENT OF CONSULTANT COMMISSIONS

The Title of the Research   : Using English songs as a learning media in increasing the student's motivation of the elementary 5th grade students At Ban Thanam School.

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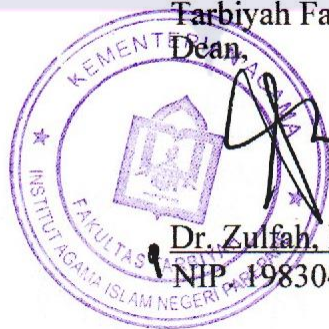
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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

اَلْحَمْدُللهِ ,الْحَمْدللهِ رَب العلمين وَالصلاة والسلام على اصرَفِ الأنبياء والمرسلين وعلى اله وصحبه اجمعين اما بَعْدُ

Alhamdulillahirabbilalamin. First of all, the writer would like to express her grateful to the lord Allah SWT. The highest and the master of the universe while the creator of the everything in the world who still lend the writer good health, blessing, mercy so she can finish her thesis. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

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Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, hopefully, the thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

Thailand, June 4th 2023

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ABTRACT

Tuan Nurmee Hayeema. *Using English songs as a learning media in increasing the students motivation of the elementary 5th grade students At Ban Thanam Schoo*l. (Supervised by Mujahidah and Nur Asiza)

The aims of this research is increase in student motivation by using English songs as a learning medium. The research was conducted at the Ban Thanam school. The subject of this research was grade 5 which consisted of 18 students as the sample. Sampling was done by total sampling because taking all 5th grade students at Ban Thanam School.

The research method used in this study is a quantitative method using a pre-experimental design using a questionnaire to see student responses after learning English using songs.
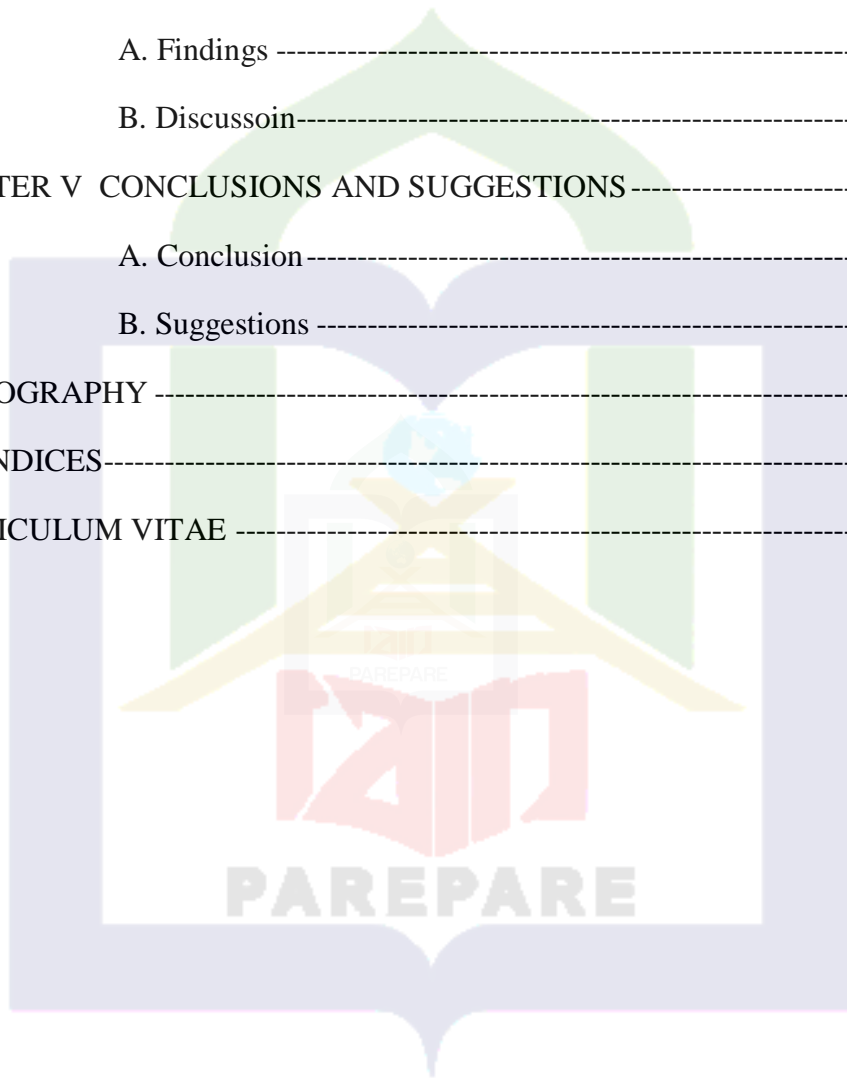
The results in this study indicate that there is an increase in student learning motivation. This is shown from the results of a questionnaire of 54.31 included in fairly appropriate category. Where there were 2 (11%) students who were included in the Appropriate category, 12 (67%) students who were included in the Fairly Appropriate category, and 4 (22%) students who were included in the Less Appropriate category. and none of the students got grade Very suitable and Incompatible category. Indicating that there is an increase in positive responses in the process of learning English by using songs as learning media. The results of this study found that grade 5 students enjoyed the lessons so it was easier to get and understand lessons by using songs as learning media. Base on the average questionnaire score of 54.31. This means that student responses about the process of learning English by using songs in learning English on the middle motivation category.

Keywords: English song, Learning Media, and student motivation.

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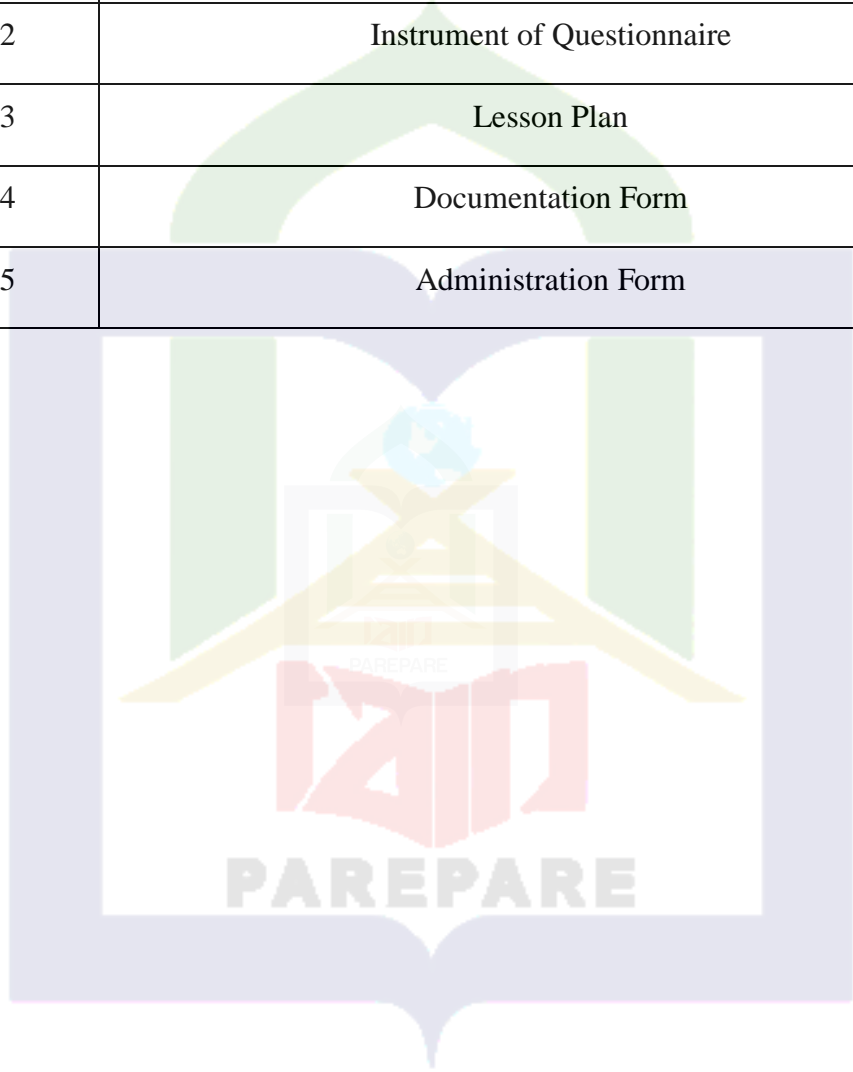
CHAPTER I

INTRODUCTION

A. Background

English is a very important language nowadays. because it is widely used as a medium of communication between countries In Thailand, English plays an important role in teaching and learning according to the basic education core curriculum. Buddhist era 2008 which requires English to be in the foreign language learning subject group It aims to give students a good attitude towards learning foreign languages and to use English to communicate in various situations. as well as to provide students with knowledge and understanding of various stories and cultures in the community. Every school should take English classes to prepare students for the world in the future. The aim of English tutoring is to enable students to understand English and enable them to speak English in the future.

Good language learning takes place during childhood. Therefore, children in elementary school level is a very important age that should pay attention and cultivate language learning. In order to make children of this age like and love learning languages, teachers should create a good learning atmosphere. Create a classroom atmosphere that is positive or warm and relaxed. Everyone is friendly and helps each other out. make learners feel valued Both teachers and students get along well. reassure feel safe As a result, students are encouraged to learn higher. As for teaching activities, they should make children enjoy learning. Because children under 12 year Not interested or concentrating on learning

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grammatical structures but they will be interested Learning using games, songs and other fun activities allows learning while playing.[1]

Nowadays, studies and researches have found that music and songs are beneficial media. Plenty to teach English Because music is part of human life and is a very important form of culture in almost every society. of all nationalities, which corresponds to Langfit who have commented Songs and music are teaching materials that teachers should incorporate into the classroom. because listening to music Singing and discussing the structure and meaning of the lyrics are all enjoyable activities. and has many advantages in learning english and from the theory of multiple intelligence. (Multiple Intelligences) by Gardner have mentioned Musical ability as an intellectual ability in other areas. however Songs and music help learners to learn creatively. Because learners like enjoy fun not stressful Moreover, the music activity is one of the most widely used activities in teaching English. Because songs play a part in learning a second language. The research report found that music had a positive effect on both first and second language learning.

In addition Krashen & Terrell said Mood variables were related. with success in learning a second language resistance to feeling (the affective filter) as a learning filter The variables affecting learning were motivation. confidence and worry If the mind is calm, there will be less resistance. (filter down) if highly motivated high confidence Low anxiety can learn a lot. But if there is low motivation, low confidence, anxiety high

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[1]Marisa Kasuwan, Tesis: *"Effectiveness of English Song Activities on Learning and Retention of Vocabulary and Speaking Ability"* (Songkhla: TSU, 2013), Hal. 2.

and mentally restless will have high resistance (filter high) Language recognition is not fully formed.[2]

Based on observations, students at the Ban Tha Nam school face several difficulties in mastering English lessons. The first problem is that teaching English is not going well. Ban Tha Nam school students often get bored with the techniques used. teachers do not use various techniques to students. As a result, they do a lot when the teacher is standing in front of them and explaining the lesson. Only a few students are active in class and the rest tend to be passive. And some of them make noise, make jokes with their friends. and some even fell asleep even though the teacher was explaining the vocabulary lesson. so that Ban Tha Nam school students do not pay attention to English lessons taught by the teacher.

Based on this problem, the researcher believes that efforts are needed to help students master English lessons more successfully. For this purpose, teachers need the right skills to improve students' mastery of English lessons. This technology is used to motivate students and interest in the course. In teaching English there are various techniques for teaching students. Techniques in teaching are important because they provide new understanding in the learning process. By using the right technique, delivering material and making students highly motivated, active, enjoying and understanding lessons in the student learning process. Therefore, this

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[2]Nittaya Pongpang and Ratchakorn Praseeratesung, *"English Skills Development Of Mattayomsuksa 4 Students Through Language Teaching And Learning For Communication With Modern English Songs"*, Vol.5, No.3 (September-December 2020), 2007

triggered researchers to find an increase in the English language learning of Ban Tha Nam school students.

Relying on the pure facts previously mentioned, this research will try to apply English children's songs to improve students' learning and motivation. English children's songs are one of the learning media used to make the process of learning English more interesting. One of the learning media that can improve student learning and motivation is song media. The song media that the researcher will apply is a children's song that contains certain material contents. Like material about parts of the human body, the songs that the researchers use are children's songs that contain anything related to parts of the human body. By using children's songs in the learning process, it can improve learning and student motivation because with song media (singing) it is considered effective enough to make learning feel lighter and more enjoyable because learning activities are carried out by singing (learning while singing) so students will not feel bored and sleepy, but will be more interested, enthusiastic in paying attention to learning, and courageous. active during the learning process.

B. Research Question

Based on the above background, the researchers formulated the problem in this study as follows:

- Is using English song as a media able to increase the student's motivation of the elementary 5th grade students At Ban Thanam School Thailand?

C. Objective of the research

- Find out increase the student's motivation of the elementary 5th grade students At Ban Thanam School Thailand after using English songs as learning media**.**

D. Research Significance

The significance of this research is theoretically and practically.

1. This research has several benefits, both practical benefits and theoretical benefits. This research has theoretical benefits, namely providing an overview of using English songs as a learning media in increasing the students motivation of the elementary 5th grade students At Ban Thanam School.

2. Practical Benefits

a. The findings of this study are expected to provide useful information about using English songs as a learning media in increasing the students motivation of the elementary 5th grade students At Ban Thanam School.

b. This researcher can help other researchers in providing information or references to conduct similar research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researchers have conducted research on using children songs as a learning media in increasing motivation and learning student in elementary school. Their findings are sequentially presented below:

"A comparison of mathayom suksa 1 students' achievement and attitude toward teaching english through the instructional methods with songs and through the methods in the teachers' manual." written by Pansri Sithichai, 1986.[3] It was concluded that Nowadays, blended teaching is used. with an emphasis on communication This is a process that help students actually use the language. But as a result of that effort Teaching and learning has not been as successful of the problems is that teachers lack teaching knowledge. as it should be. One As a result, students are not interested in learning English as they should be. from such problems It can be seen that If you want to teach English d know how to organize successfully. Teachers should choose equipment an teaching activities using different media. It is an incentive for students to pay attention. Fun and motivated to study which similarities the researchers make about on using English songs as a learning media in increasing the students motivation.

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[3] Pansri Sithichai, Tesis: "*A comparison of mathayom suksa 1 students' achievement and attitude toward teaching English through the instructional methods with songs and through the methods in the teachers' manual*" (Bangkok: SWU, 1986), Hal 1

"Effectiveness of English song activities on learning and retention of vocabulary and speaking ability." written by Marisa Kasuwan, 2013.[4] It was concluded that The current problem of teaching English indicates that learning Teaching is poorly developed. Students have low scores in English language tests and do not pay attention to learning English. Moreover Most teachers focus on rote learning. not modify the teaching method to suit the needs of the learners And the media used in teaching is not conducive to student learning. hence The students had a bad attitude. Bored with learning English because the learning atmosphere is memorization Including because the teacher does not create motivation and does not use media that stimulate learning for students to enjoy and have fun learning The similarity the researchers make involves using music as a learning medium to increase students' motivation and improve their English learning. The difference is that previous research has focused on the effectiveness of an English song activity on learning and retention of vocabulary and speaking ability.

"The development of English vocabulary learning activities using language teaching, activities for communication cooperated with songs for grade 1 students" written by Nittiya Phudonnang and Tipaporn Sujaree, 2022.[5] It was concluded that Most Thai students think that English is too difficult. because of the difficulty of the language and the lack of opportunity to use English in everyday life Students are faced with grammatical complexity and

[4] Marisa Kasuwan, Tesis: *"Effectiveness of English song activities on learning and retention of vocabulary and speaking ability"* (Songkhla: PSU, 2013), Hal 2

[5] Nittiya Phudonnang and Tipaporn Sujaree*, "The Development of English Vocabulary Learning Activities using Language Teaching, Activities for Communication Cooperated with Songs for Grade 1 Students"*, Journal of Roi Et Rajabhat University Volume 16, No.1, January - April 2022, Hal. 117

memorize few words Nation, (2008 : 43) There are two main reasons why students are unable to communicate in English as they wish is not knowing enough vocabulary Or know the words but don't know how to put them into words or don't know what to say so It can be seen that vocabulary is an important tool for speaking. for communication Knowing words helps students understand the meaning of words. Able to sort letters correctly dare to say dare to read and confidently write sentences Without words, there would be no communication at all. Therefore, English is important and necessary in daily life. especially in communication, whether listening speaking reading and writing in English is considered It's the most important skill. Therefore, when learning English, once learned, it must be used in everyday life. And must find opportunities for children to practice using language to reduce fear. Practice the courage to express yourself. Change attitudes by changing teaching methods. In which the teachers have used music activities to accompany the teaching. which make the learners understand English vocabulary deeply able to listen to English, understand and understand automatically enabling learners to use English to communicate in everyday life with confidence and accuracy This is similar to what the researchers do with regard to the use of music as a learning medium. The difference is that the previous research focuses on students to be able to use English to communicate in everyday life.

"The effectiveness of song and game activities in developing listening skills in English language program for grade 2 students at sanpatong yuwa-1 sub-district municipality school" written by Piyamon Khamchompoo,

Anongsiri Vichalai, Srithai Sukyossri, 2022.[6] It was concluded that The students still lacked the skills in listening to English words according to the results of the school's self-assessment. which the academic achievement of Thai children is still not satisfactory From the aforementioned problems, the researcher is interested in studying and experimenting with songs and games to improve listening skills in the subject group learning English. Because learning with music and games creates a fun atmosphere, relaxes and reduces stress for the students. It also creates a good relationship between teachers and students as well. This is similar to what the researchers do about using music as a medium to improve learning. The difference is that previous research focused on the listening aspect.

"The Effectiveness and Retention of Chinese Sentence Learning for Communication, Using Songs and Traditional Teaching Method" written by Supatchaya Sawatyothin, 2019.[7] It was concluded that The effect of teaching using music as a medium and normal teaching on perseverance in learning Chinese communication phrases found teaching with using music as a medium And the normal teaching makes the students durable in learning sentences for communicating Chinese. and music-based teaching Helps learners to understand and retain information about content better than teaching without music. This is similar to what the researchers do about using music as a

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[6] Piyamon Khamchompoo, Anongsiri Vichalai, Srithai Sukyossri, *"The effectiveness of song and game activities in developing listening skills in English language program for grade 2 students at sanpatong yuwa-1 sub-district municipality school"*, Panya Journal, Vol.29, No.2, May-August 2022, Hal. 3-4

[7] Supatchaya Sawatyothin, *"The Effectiveness and Retention of Chinese Sentence Learning for Communication, Using Songs and Traditional Teaching Method"*, Journal of educational measurement, Mahasarakham University, Vol.25, No.2, July-December 2019, Hal. 272

medium to improve learning. The difference is that the previous research was in the field of language.

B. Some Pertinent Ideas

1. The Concept of learning Media

a) Definition of learning Media

Media in the perspective of education is a very instrument strategic in determining the success of the teaching and learning process. Because its existence directly can provide its own dynamics to learners.

Gerlach and Ely said that if the media is understood broadly, it is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes.

In this sense teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to mean graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual and verbal information.[8]

According to Oemar Hamalik learning media are tools, methods and techniques used in order to make communication and interaction more effective between teachers and students in the process of education and teaching in schools.[9]

According to Suprapto et al, stated that learning media is an effective auxiliary tool that can be used by teachers to achieve the desired goals.[10]

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[8] Azhar Arsyad, Media Pengajaran (Jakarta:RajaGrafindo Persada, 1997),3.
[9] Oemar Hamalik, Media Pendidikan (Bandung : Citra Aditya, 1989), 12.
[10] Mahfud Shalahuddin, Media Pendidikan Agama (Bandung : Bina Islam, 1986), 4.

According to Dina Indriana explained that the media is a very useful tool for students and educators in the learning and teaching process.

According to Yusufhadi Miarso, learning media is anything that is used to convey messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage an intentional, purposeful, and controlled learning process.

According to Nasution, teaching media is a teaching aid, namely supporting the use of teaching methods used by teachers.

Meanwhile, according to Azhar Arsyad, learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning.

b) Learning Media Functions

Media learning is very important in the learning process because teachers can convey material to students to be more meaningful. The teacher not only conveys material in the form of words with lectures but can bring students to understand the real material conveyed. According to Wina Sanjaya, there are several functions of using instructional media, namely:

1. Communicative function

Learning media is used to facilitate communication between the messenger and the recipient of the message. So that there are no difficulties in conveying verbal language and misperceptions in conveying messages.

2. Motivation function

   Learning media can motivate students in learning. With the development of learning media, it does not only contain artistic elements but makes it easier for students to learn the subject matter so that it can increase students' enthusiasm for learning.

3. Meaningful function

   The use of learning media can be more meaningful, namely learning not only increases the addition of information but can improve students' abilities to analyze and create.

4. Perception equalization function

   Can equate the perception of each student so that they have the same view of the information conveyed.

5. Individuality function

   With different student backgrounds, be it experiences, learning styles, student abilities, learning media can serve the needs of every individual who has different interests and learning styles.

   Levie & Lentz in (Azhar Arsyad, 2014) suggests four functions of learning media, especially visual media, namely:

1. Attention function.

   The function of visual media attention is the core, which is to attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning that is displayed or accompanies the text of the subject matter.

2. Affective function.

It can be seen from the level of enjoyment of students when learning (or reading) text with pictures. Images or visual symbols can evoke the emotions and attitudes of students.

3. Cognitive function.

It can be seen from the research findings which reveal that visual symbols or images facilitate the attainment of the goal of understanding and remembering the information or messages contained in the images.

4. Compensatory function.

Learning media serves to accommodate students who are weak and slow to accept and understand the content of lessons that are presented with text or presented verbally.

According to Hamalik (2008:49) adds that the function of learning media, namely:

1. To create an effective teaching and learning situation.
2. The use of media is an integral part of the learning system.
3. Learning media is important in order to achieve learning objectives.
4. The use of media in learning is to accelerate the teaching and learning process and help students in their efforts to understand the material presented by the teacher in class.
5. The use of media in learning is intended to enhance the quality of education.

The above opinion is reinforced by Santyasa (2007, p. 5), including the following:

1. Witnessing existing objects or events that occurred in the past. By means of pictures, portraits, slides, films, videos, or other media, students can get

a real picture of historical objects or events. Example: Replica of the Historical Events of the Indonesian War for Independence at the Jakarta National Monument.

2. Observing objects or events that are difficult to visit, either because the distance is far, dangerous or forbidden. For example, videos about the life of wild tigers in the wilderness, conditions and activities at the nuclear reactor center, and so on.

3. Obtain a clear picture of objects or things that are difficult to observe directly because their size is not possible, either because they are too big or too small. For example, by means of mock-ups or model examples students can get a clear picture of dams and power plant complexes, with slides and films students can get an idea of bacteria, viruses, amoebae and so on.

4. To listen to sounds that are difficult to catch with the ear directly. For example, voice recordings of heartbeats, and so on.

5. Carefully observe animals that are not easy to observe directly because they are difficult to catch. With the help of pictures, portraits, slides, films or videos students can observe various kinds of insects, owls, bats and so on.

6. Observe events that are rare or dangerous to approach. With slides, films or videos students can observe rainbows, volcanic eruptions, battles, and so on.

7. Observing clearly objects that are easily damaged or difficult to preserve. By using models or artificial objects students can get a clear picture of the organs of the human body such as the heart, lungs, digestive organs, and so on.

8. Easily compare things. Through the media in the form of pictures, models or photographs, students can easily compare two objects with different characteristics, sizes, colors, and so on. For example, early childhood observes two examples of animal models, namely elephants and snakes.

9. Can see quickly a process that takes place slowly. Through the media in the form of videos, the process of developing frogs from eggs to frogs can be observed in just a few minutes as well as the growth of flowers from bud to bloom which lasts several days with the help of film can be observed in just a few seconds.

10. Students can see slowly the movements that take place quickly. With the help of film or video, 14 students can clearly observe the style of high jump, beautiful jump technique, which is presented slowly or at a certain moment it is stopped.

11. Observing machine or tool movements that are difficult to observe directly. With films or videos students can easily observe the operation of 4-stroke engines, 2-stroke engines, and other engines.

12. Seeing the hidden parts of a tool. With diagrams, charts, models, students can observe machine parts that difficult to observe directly.

13. Seeing a summary of a long or long series of observations. After students see the process of sugarcane milling or in a sugar factory, they can then briefly observe the sugarcane milling process presented using media in the form of film or video (confirming the results of observations).

14. Can reach a large number of targets and observe an object simultaneously. With radio or television broadcasts, hundreds or even thousands of students can attend lectures presented by a professor at the same time.

15. Can learn according to their respective abilities, interests, and learning tempo. Through modules or programmatic teaching, students can learn according to their abilities, opportunities, and pace.

From the several functions above, it can be grouped that print media, audio media, video media have very superior functions in the learning system. Through print media, audio media, and video media, learning materials are conveyed to students in a comprehensive manner.

c) **Paybacks of Learning Media**

With the advances in information and communication technology, the teacher in providing subject matter must follow these advances. Teachers must be able to use learning media that are interesting, fun and in accordance with the learning needs of students. So that students can easily accept the lessons given by the teacher. According to Nasution, the benefits of learning media as a tool in the learning process are as follows:

1. Teaching attracts more students' attention so that it can foster learning motivation.
2. Teaching materials will be clearer in meaning, so students can understand more, and enable students to master teaching objectives well.
3. Learning methods vary, not merely verbal communication through the teacher's oral words, students don't get bored, and the teacher doesn't run out of steam.

4. Students carry out more learning activities, because they do not only listen to the teacher's explanation, but also other activities carried out such as observing, doing, demonstrating and so on.[11]

d) **The purpose of learning media**

1. Facilitate the teaching and learning process.
2. Improving teaching and learning efficiency.
3. Maintain relevance to learning objectives.
4. Helps student concentration.
5. According to Gagne: Components of learning resources that can stimulate students to learn.
6. According to Briggs: Physical rides that contain instructional materials.
7. According to Schramm: Information carrier technologies or instructional messages.
8. According to Y. Miarso: Everything that can stimulate the student learning process (Haryanto, S.Pd, 2012).[12]

e) **Types and Classification of Learning Media.**

The development of instructional media is currently influenced by many things such as technological developments, printing knowledge, behavior, and communication. One of the things that has developed from the media is the emergence of the diversity of media types and formats such as print modules, films, television, computer programs and so on.

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[11] Teni Nurrita, "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah* 3, no. 1 (2018): 171.

[12] Ni Luh Putu Ekayani, *"Pentingnya Penggunaan Media Pembelajaran Untuk Meningkatkan Prestasi Belajar Siswa"*, Jurusan PGSD, Fakultas Ilmu Pendidikan Universitas Pendidikan Ganesha Singaraja, Indonesia, Hal. 3

Based on this, groupings are finally carried out based on the similarity of characteristics or characteristics of the media. Yudhi Munadhi (2013) explains that some of the media groupings are divided into the following groups:

1. **Media Classification Based on Technological Developments.**

   Seels & Glasgow divides media based on technological developments into two classifications, namely:

   a) **Traditional Media**

      1. Projected still visuals: overhead projection, slides, film stripe.
      2. Non-projected visuals: pictures, posters, photos, charts, graphs.
      3. Audio : disc recordings, cassette tapes.
      4. Multimedia presentation: slide plus sound (tape), multiimage.
      5. Projected dynamic visuals: film, television, video.
      6. Print: textbooks, modules, scientific magazines.
      7. Games : puzzles, simulations.
      8. Realia: models, specimens (examples), manipulatives (maps, dolls)

   b) **Cutting Edge Media Technology.**

      1. Telecommunication-based media : teleconferences, distance lectures.
      2. Microprocessor-based media: computer, interactive, compact disk.

5. Classification of Media Based on the Characteristics of the Stimulus Generated.

This classification was put forward by Briggs where it was said that the grouping of media was more directed at student characteristics, instructional tasks, materials and transmission. Briggs classifies 13 types of media used in the learning process, namely:

a) Object.

b) live sound.

c) Print media.

d) Whiteboard.

e) Transparency media.

f) Frame film.

g) Chain film.

h) Motion film.

i) Television.

j) Picture.

k) Model.

l) Audio recording.

m) Programmed lesson.

6. Classification of Media Based on the Senses Involved.

This media classification was put forward by Rudy Bretz, who stated that there are three main characteristics in the distribution of media, namely;

a) Features based on voice.

b) Characteristics based on visuals, namely;

    1. Picture

2. Line

3. Symbol.

c) Features based on motion.

Apart from the characteristics above, Bertz also distinguishes between broadcast media (telecommunication) and recording media, so that there are eight media classifications namely;

1. Motion audio-visual media.

2. Semi motion media.

3. Silent audio visual media.

4. Audio media, and

5. Motion visual media.

6. Print media.

7. The visual medium is silent.[13]

2. The concept of motivation

a) Definition of motivations

Motivation has the meaning of the word motive, namely encouragement from within the individual to carry out certain activities to achieve the desired goals. In learning activities, motivation is any encouragement within the student that results in, is responsible for, sustains and provides input to the learning process, so that the goals can be achieved by these students. In the learning process, motivation is needed, because individuals who do not have the drive to learn can do their daily learning activities.

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[13] Rizqi Ilyasa Aghni, "Fungsi Dan Jenis Media Pembelajaran Dalam Pembelajaran Akuntansi," *Jurnal Pendidikan Akuntansi Indonesia* 16, no. 1 (2018).

According to Hamalik (in Djamarah, 2002) motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. In other words, a person has a specific goal of all his activities. Likewise, in the learning process, someone who does not have motivation to learn will not be able to carry out learning activities and his academic achievement will also be low. Conversely, someone who has the motivation to learn, will do well in learning activities and have better academic achievement.

The motivational theory from Santrock (Fadlilah, 2020) states that activities give encouragement and behavior. That is, behavior that has motivation is full behaviorstrength, direction and character over a long period of time.

Sudarwan (2002:2) motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve certain achievements according to what they want.

Hakim (2007:26) suggests the notion of motivation is an impulse of will that causes a person to perform an act to achieve a certain goal.

Huitt, W. (2001) said motivation is an internal condition or status (sometimes interpreted as a need, desire, or desire) that directs a person's behavior to actively act in order to achieve a goal. Added Gray (Winardi, 2002) suggests that motivation is a number of processes, which are internal or external to an individual, which causes enthusiasm and persistence to arise, in terms of carrying out certain activities.

In the opinion of Clifford, Mc. Donald (Fadlilah, 2020) states that motivation has three mutually sustainable meanings, namely the process of changing energy, the emergence of affective and reactions to achieve a goal. So it can be concluded that the definition of motivation can be:

1. Motivation begins with a change in energy from within. Changes that occur in motivation result from neurophysiological activities in individuals, for example hunger due to changes in the human digestive system.

2. Motivation comes from feelings. Initially as a psychological tension, then an emotional atmosphere. This emotional atmosphere gives rise to behavior that has a motive.

3. Motivation with activity in achieving a desired goal. Individuals who are motivated to engage in purposeful activities. This activity is useful for reducing anxiety that occurs due to changes in the human self. Every activity is a way to an end.

b) Motivation Function

Motivation has an important function in learning, because motivation will determine the intensity of students' learning efforts. Sardiman (1996:84) suggests that there are three functions of motivation, namely:

1. Encourage people to do. Motivation in this case is the driving force of every activity to be carried out.

2. Guiding the direction of action, namely towards the goal to be achieved, thus motivation can give direction, and activities that must be carried out in accordance with the formulation of the goal.

3. Selecting actions, namely determining what actions must be done in harmony to achieve goals, by setting aside actions that are not useful for that goal.[14]

According to Dimyati and Mudjono, stated that in learning motivation has several functions, namely:[15]

1. Be aware of the position at the beginning of learning, process, and final results.

2. Informs about the power of learning effort.

3. Directing learning activities.

4. Raise the spirit of learning.

5. Be aware of the existence of a learning journey and then work

According to Nana S. Sukmadinata, the function of motivation has 2 functions, namely:

1. Directional function, in directing activities, motivation plays a role closer or further away individuals from the goals to be achieved. If a target or goal is something that is desired by the individual then motivation plays a closer role. And if the goal or goal is not wanted by the individual, then motivation plays a role in keeping the target away. Because motivation relates to conditions that are quite complex, it is also possible that this motivation also plays a role in bringing closer or further away the target.[16]

2. Activating and energizing function, motivation can also function to activate or enhance activities. An activity or action that is not motivated

[14] Suharni Suharni, "Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa," *G-Couns: Jurnal Bimbingan dan Konseling* 6, no. 1 (2021): 172–184.
[15] Fathurrohman, Belajar dan Pembelajaran..., hal. 151
[16] Sukmadinata, Landasan Psikologi..., hal. 62

or has a very weak motive, will be carried out in an insincere and directionless way and is likely to be successful.[17]

Meanwhile, according to Noer Rohmah in his book Educational Psychology which explains the function of motivation in learning, namely:

1. Motivation as the driving force or driver of learning activities. Motivation is the prime mover for students to learn, both from within themselves (internal) and from outside themselves (external) to carry out the learning process.

2. Motivation clarifies learning objectives. Motivation plays an important role in achieving optimal student learning outcomes. Thus motivation can provide direction and activities for students to do in accordance with these goals.

3. Motivation selects the direction of action. Motivation selects the direction of action for students what to do in order to achieve goals.

4. Intrinsic and extrinsic motivation in learning must be aligned in learning activities, if students want to achieve good results.

5. Motivation determines persistence in learning. A student who has been motivated to learn will certainly try as optimally as possible to study diligently. With the hope of getting good results.

6. Motivation breeds achievement. The level of student achievement is always associated with the level of one's learning motivation.

It can be concluded that learning motivation is important for a person's behavior, especially for the learning process of students, because with good motivation in students, the final grade or learning

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[17] Ibid., hal. 63

outcomes will be optimal. Motivation is closely related to goals, in this case student motivation is related to achieving maximum learning outcomes.

c) Types of Motivation

In discussing the types of motivation, it will only be discussed from two perspectives, namely motivation that comes from within a person's self which is called intrinsic motivation and motivation that comes from outside a person's self which is called extrinsic motivation.

1. Intrinsic Motivation

Intrinsic motivation is "things and circumstances that come from within the students themselves which can encourage them to take learning actions" (Muhibbin Syah, 1995:136). Meanwhile Syaiful Bahri Djamarah (2008: 149) argues that intrinsic motivation is the desire to act caused by internal driving factors that do not need to be stimulated from outside, because in each individual there is an urge to do something. Or in other words On the other hand, individuals are motivated to behave towards certain goals without external factors.

In the learning process students who are intrinsically motivated can be seen from their diligent activities in carrying out learning assignments because they feel the need and want to achieve real learning goals, not because of the desire to get praise, gifts from the teacher.

Gageand Berline (in Elida Prayitno, 1989: 11) suggest that students who are intrinsically motivated in their activities are better at learning than students who are extrinsically motivated. students who have intrinsic motivation show involvement and high activity in learning.

Students like this will only achieve satisfaction if they can solve lesson problems correctly, or can do lecture assignments well. Study in class, group. Being independent and doing tasks is a challenge and without coercion he wants to do it.

So, it can be concluded that intrinsic motivation is a type of motivation that comes from within the individual himself without any coercion from other people or from outside, but on the basis of the will and awareness of the individual himself. In other words, the emergence of intrinsic motivation is based on the goals desired by students in learning, without any outside influences such as from lecturers, parents, or the community environment.

2. **Extrinsic Motivation**

Learning motivation is said to be extrinsic when students place their learning objectives outside the factors of the learning situation (Syaiful Bahri Djamarah, 2008: 151). students study because they want to achieve the highest grades, diplomas, degrees, honors, praise, respected, and so on. Extrinsic motivation does not mean motivation that is not needed and is not good in education.

Extrinsic motivation is needed so that students want to learn. In the classroom there are many students whose learning motivation requires extrinsic motivation. They require special attention and direction from the lecturer. But for this, of course, extrinsic motivation is no longer a priority for students. They must awaken the spirit of learning from within themselves to achieve success in college.

Extrinsic motivation is a type of motivation that arises as a result of influences from outside the individual, whether due to invitations,

orders, or coercion from other people so that under these circumstances the individual wants to do something.

d) Factors Influencing Motivation

There are several factors that influence learning motivation (Max Darsono et al 2000:34), including:

1. **Dreams or aspirations**

   Ideals or aspiration is a target to be achieved. Determination of this target is not the same for all students. This target is interpreted as a goal set in an activity that has meaning for students.

2. **Ability**

   In learning it takes ability. This ability includes several psychological aspects contained in students, for example intelligence, observation, attention and analytical thinking.

3. **condition**

   Student conditions include physical conditions (health) and psychological conditions such as emotions. This condition sometimes interferes with student activities in lectures, for example, a student who is not in good health will have a different learning motivation when he is in good health. Likewise the psychological condition of students, for example he is experiencing heartbreak or breaking up with his girlfriend, this will have a bad impact on students who cannot control their emotions properly. He was even more moody than doing various lecture assignments.

7. Environmental conditions

Student environmental conditions include the family environment, boarding environment, campus environment and community environment.

8. Dynamic elements in learning

Dynamic elements in learning are elements whose existence in the learning process is unstable, sometimes strong, sometimes weak and even completely missing, especially conditions that are conditional in nature, for example student emotions, learning enthusiasm, learning situations, learning situations in family.

9. Lecturer's Way of Teaching

The method referred to here is how a lecturer prepares himself before teaching, timeliness, material presented, familiarity with students, and the like.[18]

e) Motivation aspects

According to Hasibuan (2009), several aspects that affect motivation in a person are as follows:

1. Physiological needs.

Needs to sustain life, which are included in this need are food, drink, housing, air, and so on. The desire to fulfill this need stimulates a person to behave and work hard.

2. Safety and security needs.

The need for freedom from threats, namely a sense of security from the threat of accidents and safety in carrying out work. This need leads to two

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[18] Harbeng Masni, "Strategi meningkatkan motivasi belajar mahasiswa," *Dikdaya* 5, no. 1 (2015): 34–45.

forms, namely the need for mental security, especially mental security at work when doing work and the need for security of property at work when working.

3. Affiliation or acceptance needs.

   Social needs, friend affiliation, interaction, being loved and loved, and being accepted in the association of work groups and the surrounding community. Basically, normal humans don't want to live alone in remote places, they always need group life.

4. Esteem or status needs.

   The need for self-esteem and recognition and prestige awards from employees and the surrounding community. Ideally, prestige arises from achievement, but this is not always the case. However, the leaders also need to pay attention that the higher a person's position in society or someone's position in an organization, the higher the prestige. Prestige and status are manifested by the many things that are used as symbols of that status.

5. Self actualization.

   The need for self-actualization by using abilities, skills and optimal potential to achieve very satisfying work performance. This need is the complete realization of one's full potential. A person's desire to fully achieve needs can differ from one another, fulfillment of needs can be carried out by company leaders by organizing education and training.

C. Conceptual Framework

The main focus of this research is to examine the increase in student learning and student learning motivation towards learning English by using songs as a learning medium. The researcher designed the conceptual framework of this research by showing the diagram below:

INPUT	PROCESS	OUTPUT
Song material	Teach and learn using English song	Increasing the students motivation
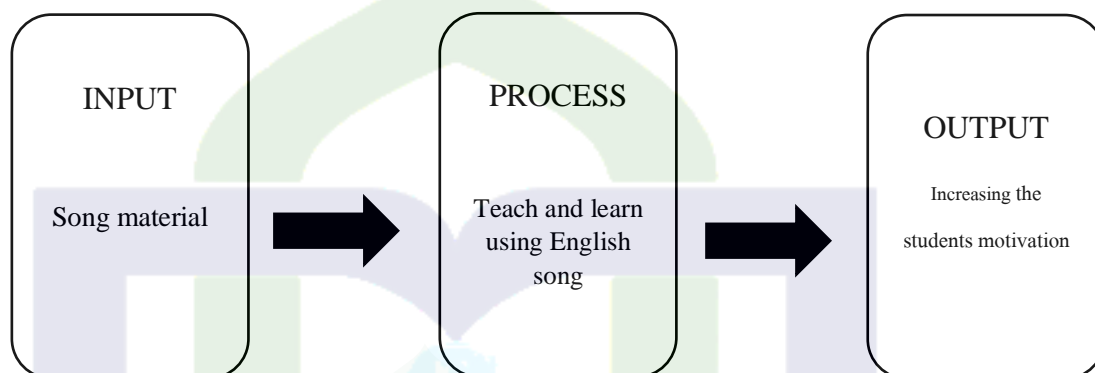
The variables are input, process and output. They are briefly described as follows:

- Input: this refers to the material applied by the seeker in the class, namely song material.
- Process: this refers to using English songs as a learning media in increasing the students motivation.
- Output: this refers to learning motivation after learning English using English songs as a learning medium.

Based on this conceptual framework, the researcher will focus on research on to test improving students' mastery of English and students' interest in learning by using music as a teaching medium.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this study the researchers used a pre-experimental design with using a questionnaire to get information about students' learning motivation by using English songs as learning media.

B. Location and duration of research

The location and duration of the research took place at the Ban Thanam school. Researchers will spend in 3 weeks.

C. Population and samples

1. Population

The population of this study was the entire sample of the study, namely 5th grade students with a total of 18 students.

2. Sample

As a sample in this study, researchers will use total sampling to get perfect data. The researcher will take 5th grade students with a total of 18 students as the research sample.

The researcher selected 5th grade students because 5th grade students which is in the early childhood age of approx. 10-12 year which is an age suitable for cultivating language learning Should use music teaching methods to make students enjoy learning activities. It helps to have assertiveness while doing music activities. To enhance the vocabulary knowledge and speaking ability of students.

D. Research Instruments

The researchers used data collection instruments to obtain data using questionnaires. This research asked students to listen to a song and make a questionnaires.

- A list of questions

To obtain information about students' learning motivation by using English songs as a learning medium in this study, researchers used a questionnaire in the learning process. This questionnaire given at the last meeting. The researcher given students several papers consisting of 16 statement items where positive statements are 8 items and negative statements are also 8 items.

E. Data collection technique

In collecting data, researchers will take the following steps:

1. The researcher taught 5th grade elementary school students by using English songs.
2. This study gave questionnaires to 5th grade elementary school students.
3. This study analyzed the results of the questionnaire results.

F. Data analysis technique

Questionnaire formula

To analyze student responses researchers give questionnaires to students.

This research questionnaire uses 16 questions consisting of positive and negative statements. Researchers use a Likert scale which can be seen in the following table:

Table 3.1 Likert scale

Positive statement scores	Category	Negative statement score
5	Very suitable	1
4	Appropriate	2
3	Fairly Appropriate	3
2	Less Appropriate	4
1	Incompatible	5

(Source : Likers Category)

FINDINGS AND DISCUSSION

Ban Thanam School is located in thein Tha Nam Village, Panare District, Pattani Province in the lower south of Thailand. The majority of the community is Muslim and most of the children in the village attend kindergarten through elementary school at the school. Ban Thanam School is a public school that has been certified as having quality basic education set by the Ministry of Education. The specific description of the school can be seen below:

Table 4.1 School Identity

A.School Identity			
1	School name	:	BAN THANAM SCHOOL
2	Educational level	:	TK-SD
3	School Status	:	Country
4	Schooladdress	:	NO. 2 Thanam, Panare, Pattani
5	Village	:	Thanam
6	Subdistrict	:	Panare
7	Province	:	Pattani
8	Post code	:	94130
9	No. Tel/Fax	:	073417011 / 0871279577
10	E-mail	:	bantanam2514@gmail.com
11	Year of Establishment	:	2509

The table above describes an overview of the research locations that have been carried out by researchers, there are several advantages related to the research locations. Among other things, you can find out more 33 information through the school's Facebook page. which the facebook page

is expected to provide benefits to students and residents. Facebook page will be managed as well as possible so that everything that is known about this school is available.

A. **FINDINGS**

The students motivation after using English songs as learning media

Regarding the research question are using English song as a media able to increase the student's motivation of the elementary 5th grade students At Ban Thanam School Thailand. the researcher used several stages of teaching with songs as leaning media in this study, which are outlined below:

1. Based on the results of initial observations made by researchers. During the learning process, students seemed less enthusiastic in following the instructions given by the teacher. Students feel less interested in following the instructions given by the teacher; that doesn't seem like a persuasive direction.

   Learning to increase the students motivation is carried out using songs as leaning media which is considered capable of provoking students to be more interactive and interested in learning so as to prevent learning boredom.

   Based on the explanation above, the researcher agreed to use English songs to as a media able to increase the student's motivation. Research findings are the result of data collected from the deployment of instruments by researchers using a questionnaire to get information about students' learning motivation by using English songs as learning media.

The instruments distributed to students were questionnaires. This research asked students to listen to a song and make a questionnaires. According to the theory, this research uses pre-experimental research which is the process of questionnaires.

2. Researchers conducted research using research instruments in learning activities, researchers found data on increase in student learning and student learning motivation as follows:

2.1. Questionnaire Analysis

The questionnaire is used as an instrument to obtain more information about student responses. To get information from respondents, there are 16 questions asked in the questionnaire. Student answers were then classified into two yes or no categories. So it's easier to analyze.

Table 4.2 Questionnaire Results

STUDENTS	Statements																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Ikhwan the	1	1	1	1	5	1	1	4	3	5	1	1	5	3	5	3	41
Nawin sameang	5	5	5	5	5	1	5	5	1	1	3	5	1	2	5	5	59
Hafiz saleh	5	5	1	1	5	5	1	5	5	5	5	1	1	5	3	5	58
Arfan beraheng	1	5	2	1	1	4	1	4	2	1	4	4	1	1	4	5	41
Hasam maseng	4	3	2	1	5	2	2	3	2	3	2	3	2	4	5	3	46
Maysuroh seng	1	5	5	1	1	3	4	5	3	5	1	1	1	1	2	1	40
Itmi inan semeang	3	5	2	1	5	5	3	5	3	5	1	1	5	1	5	5	55
Hamdee jehloh	4	3	1	1	2	2	1	4	3	4	3	1	1	3	4	2	39
Furkon madiyoh	5	1	1	1	1	4	2	5	5	5	5	5	1	3	2	2	48
Husna maha	2	5	2	2	5	5	3	5	3	3	4	3	1	1	3	1	48
Amin hama	3	5	1	1	5	4	3	3	5	5	3	1	3	3	3	3	51

Farha dueraman	3	3	3	1	3	3	2	5	5	4	3	3	5	3	3	3	52
Raweeyanee the	3	3	2	2	3	4	4	5	4	3	4	4	4	3	3	3	54
Tasneem usmanee	1	5	5	5	1	4	5	5	1	1	1	1	5	5	3	1	49
Nuraseekeen jehloh	3	4	5	1	5	1	1	5	1	3	5	5	1	5	4	2	51
Firdaus	4	3	1	1	3	1	1	5	3	3	3	3	2	1	5	5	44
Nasreen mina	3	3	3	1	3	3	5	5	5	1	3	3	2	4	3	1	48
Nursalmee samae	1	5	5	1	1	3	4	5	3	5	5	1	1	1	3	1	45
Total																	869

2.2. Calculating the average value of students using the formula.

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

Where :

X = Average value

X = Total Score

N = Total number of students

$$x = \frac{869}{16}$$

$$x = 54,31$$

Based on the results of the questionnaire above, the average score of all items shows that 54.31 table 4.2 the score of the questionnaire assessment shows the Fairly Appropriate category. So, it is concluded that the students' learning motivation in learning English by using songs on the middle category. Because students find it easy and they can learn in a relaxed manner. In the learning process students also enjoy learning so it is easy to understand and remember the material.

Tabel 4.3 Classification of Frequency and Percentage of Questionnaire Scores.

No.	Classification	Scores	Frequency	Percentage
1	Very suitable	67-80	0	0%
2	Appropriate	56-68	2	11%
3	Fairly Appropriate	43-55	12	67%
4	Less Appropriate	30-42	4	22%
5	Incompatible	16-29	0	0%
Σ			18	100%

(Sumber : Classification questioner)

Base on classification question above, Where there were 2 (11%) students who were included in the Appropriate category, 12 (67%) students who were included in the Fairly Appropriate category, and 4 (22%) students who were included in the Less Appropriate category. and none of the students got grade Very suitable and Incompatible category.

Tabel 4.4 Frequency Of Each Choice.

No.	Statement	Frequency of each choice				
		1	2	3	4	5
1	I feel at a loss if I skip class and don't pay attention when the teacher explains because I can't understand the next subject matter.	5	1	6	3	3
2	I don't like English lessons because there is a lot of material	2	0	6	1	9
3	I am interested in learning English.	6	5	2	0	5
4	I prefer learning as usual rather than learning using song media	14	2	0	0	2
5	By using song media I am more enthusiastic in learning English.	5	1	4	0	8
6	I am not able to follow English lessons.	4	2	4	5	3

7	I do my English assignment very thoroughly.	6	3	3	3	3
8	I just asked friends in the group to do English assignments.	0	0	2	3	13
9	Learning English using song media is more fun because it doesn't make you bored.	3	2	7	1	5
10	I am interested in observing English learning using song media.	4	0	5	2	7
11	Learning English using song media makes me unable to concentrate on studying because the class is not quiet.	4	1	6	3	4
12	I don't like learning English using song media because the class atmosphere becomes chaotic.	8	0	5	2	3
13	I feel challenged in doing difficult English assignments.	9	3	1	1	4
14	The English assignment given by the teacher made it easier for me to understand biology lessons.	6	1	6	2	3
15	Even though my English score only reached the minimum completeness criteria, I was satisfied	0	2	8	3	5
16	I can't work on the questions because I don't understand the English material delivered using song media.	5	3	5	0	5

Base on the table can be explained as follows:

Statement 1 : 5 student choose the Very suitable category, 1 student choose the Appropriate category, 6 student choose the Fairly Appropriate category, 3 student choose the Less Appropriate category, and 3 student choose the Incompatible category.

Statement 2 : 2 student choose the Very suitable category, 0 student choose the Appropriate category, 6 student choose the Fairly Appropriate category, 1 student choose the Less Appropriate category, and 9 student choose the Incompatible category.

Statement 3 : 6 student choose the Very suitable category, 5 student choose the Appropriate category, 2 student choose the Fairly Appropriate category, 0 student choose the Less Appropriate category, and 5 student choose the Incompatible category.

Statement 4 : 14 student choose the Very suitable category, 2 student choose the Appropriate category, 0 student choose the Fairly Appropriate category, 0 student choose the Less Appropriate category, and 2 student choose the Incompatible category.

Statement 5 : 5 student choose the Very suitable category, 1 student choose the Appropriate category, 4 student choose the Fairly Appropriate category, 0 student choose the Less Appropriate category, and 8 student choose the Incompatible category.

Statement 6 : 4 student choose the Very suitable category, 2 student choose the Appropriate category, 4 student choose the Fairly Appropriate category, 5 student choose the Less Appropriate category, and 3 student choose the Incompatible category.

Statement 7 : 6 student choose the Very suitable category, 3 student choose the Appropriate category, 3 student choose the Fairly Appropriate category, 3 student choose the Less Appropriate category, and 3 student choose the Incompatible category.

Statement 8 : 0 student choose the Very suitable category, 0 student choose the Appropriate category, 2 student choose the Fairly Appropriate

category, 3 student choose the Less Appropriate category, and 13 student choose the Incompatible category.

Statement 9 : 3 student choose the Very suitable category, 2 student choose the Appropriate category, 7 student choose the Fairly Appropriate category, 1 student choose the Less Appropriate category, and 5 student choose the Incompatible category.

Statement 10: 4 student choose the Very suitable category, 0 student choose the Appropriate category, 5 student choose the Fairly Appropriate category, 2 student choose the Less Appropriate category, and 7 student choose the Incompatible category.

Statement 11: 4 student choose the Very suitable category, 1 student choose the Appropriate category, 6 student choose the Fairly Appropriate category, 3 student choose the Less Appropriate category, and 4 student choose the Incompatible category.

Statement 12: 8 student choose the Very suitable category, 0 student choose the Appropriate category, 5 student choose the Fairly Appropriate category, 2 student choose the Less Appropriate category, and 3 student choose the Incompatible category.

Statement 13: 9 student choose the Very suitable category, 3 student choose the Appropriate category, 1 student choose the Fairly Appropriate category, 1 student choose the Less Appropriate category, and 4 student choose the Incompatible category.

Statement 14: 6 student choose the Very suitable category, 1 student choose the Appropriate category, 6 student choose the Fairly Appropriate category, 2 student choose the Less Appropriate category, and 3 student choose the Incompatible category.

Statement 15: 0 student choose the Very suitable category, 2 student choose the Appropriate category, 8 student choose the Fairly Appropriate category, 3 student choose the Less Appropriate category, and 5 student choose the Incompatible category.

Statement 16: 5 student choose the Very suitable category, 3 student choose the Appropriate category, 5 student choose the Fairly Appropriate category, 0 student choose the Less Appropriate category, and 5 student choose the Incompatible category.

Tabel 4.5 Student Responses

No.	STUDENT	Total	Min	Maks	Percentage
1	Ikhwan the	41	1	5	51%
2	Nawin sameang	59	1	5	74%
3	Hafiz saleh	58	1	5	73%
4	Arfan beraheng	41	1	5	51%
5	Hasam maseng	46	1	5	58%
6	Maysuroh seng	40	1	5	50%
7	Itmi inan semeang	55	1	5	69%
8	Hamdee jehloh	39	1	4	49%
9	Furkon madiyoh	48	1	5	60%
10	Husna maha	48	1	5	60%
11	Amin hama	51	1	5	64%
12	Farha dueraman	52	1	5	65%
13	Raweeyanee the	54	2	5	68%
14	Tasneem usmanee	49	1	5	61%
15	Nuraseekeen jehloh	51	1	5	64%
16	Firdaus	44	1	5	55%
17	Nasreen mina	48	1	5	60%

18	Nursalmee samae	45	1	5	56%

Based on Student Responses, the data shows that out of 18 students, there are 11 students who get 60% and above, this shows that most students are very interested in learning by using songs. In addition, the use of songs as learning media can increase student motivation in the process of learning English. This can be seen from the average questionnaire score of 54.31. This means that student responses about the process of learning English by using songs in learning English are shown in the table above that all students are interested in the teaching and learning process using songs, indicating that 60% of students understand the learning material, and most students feel better about learning English by using songs as learning media rather than ordinary learning.

Tabel 4.6 Level of learning motivation

Presentation of learning motivation	Interpretation
16-42	low motivation
43-68	Midddle motivation
69-80	Hight motivation

Base on the average questionnaire score of 54.31. This means that student responses about the process of learning English by using songs in learning English on the middle motivation category.

B. Discussoin

This term presents a discussion of data that refers to the findings above, this discussion is present based on the findings and arguments of the researcher after analyzing the data in the findings. This section finds answers to the research questions mentioned in the first chapter, which

asks about increasing the students motivation by using English song as a media. This problem statement has been answered by the previous section of its chapter. The formulation of the problem is answered with a questionnaire to get student responses.

Based on the results of the study, most students had difficulty understanding English material because the content was quite difficult and the students' problem was that they thought that English was very difficult. This makes students feel bored and unmotivated to learn English. Therefore, researchers try to solve this problem by using songs as learning mediafind the learning process with fun challenges and each material has a different topic. This make students feel happy and understand the material better. In addition, using English songs as learning media can improve student's motivation to study.

According to Aizid stated that songs or music can increase intelligence because rhythmic stimulation can improve the work functions of the human brain, such as making the brain's nerves work and creating a sense of comfort and calm so that the brain's work function becomes optimal. The rhythmic stimulation of the song that is played can improve language skills, creativity, concentration, and memory.

Student responses using the English song to increase student learning motivation at the Ban Thanam school have been analyzed using a Liker scale. This question was successfully filled in by 18 respondents.

Of the 16 questionnaires,Based on Student Responses, the data shows that out of 18 students, 14 students got 60% and above, this shows that most of the 5th grade students are interested in learning by using English songs as a learning medium. While 4 students scored 50% and

below, this shows that 4 out of 18 students in grade 5 were only slightly less interested in learning to use English songs as learning media. Based on the Liker scale, students are very positive in learning English by using English songs as learning media. 67% of students said that it helped in increasing their learning motivation by using English songs as a learning medium. This means that students' responses to the teaching and learning process in learning English this is shown by all students being interested in the teaching and learning process by using English songs as learning media. Then, so it can be concluded that by using English song as a learning medium makes students have a positive response to their English learning. And the cumulative percentage of 16 positive statement questionnaire items is 54.31. This means that student responses about the process of learning English by using songs in learning English on the middle motivation category.

CHEPTER V

CLOSING

This chapter consists of two sections, they are conclusion and suggestion. Conclusion covers statement to answer the previous problem statement whale suggestion cover.

A. Conclusion

The students' responses after learning English by using English songs as a learning medium had a positive response to learning English and they agreed. And the cumulative percentage of the eighteen positive statement questionnaire items was an average score of 54.31, included in fairly appropriate category. Where there were 2 (11%) students who were included in the Appropriate category, 12 (67%) students who were included in the Fairly Appropriate category, and 4 (22%) students who were included in the Less Appropriate category. and none of the students got grade Very suitable and Incompatible category. while the cumulative score they got from the questionnaire was 869. Base on the average questionnaire score of 54.31. This means that student responses about the process of learning English by using songs in learning English on the middle motivation category.

B. Suggestions

Based on the research and discussion, the researcher offers three points of ideas aimed at the teacher, students and the next researcher, these points were listed as follows:

1. For the English Teacher

   That using English songs as learning media in learning English for students because it can increase student motivation in learning. Using song media makes students feel happy, comfortable and not bored in learning.

And the English teacher must also be active in the teaching and learning process. Because English teachers have an important role in the success of learning.

2. For the English Students

   Continue to study and practice and get used to listening to English songs, discuss with friends if you have difficulty with the material.

3. For the Other Researchers

   It is recommended for other researchers who are interested in the same field. In teaching English, researchers expect more attention to their students and more creativity and positive feedback in teaching students. To improve the teaching process and not make students feel bored and don't want to learn English.
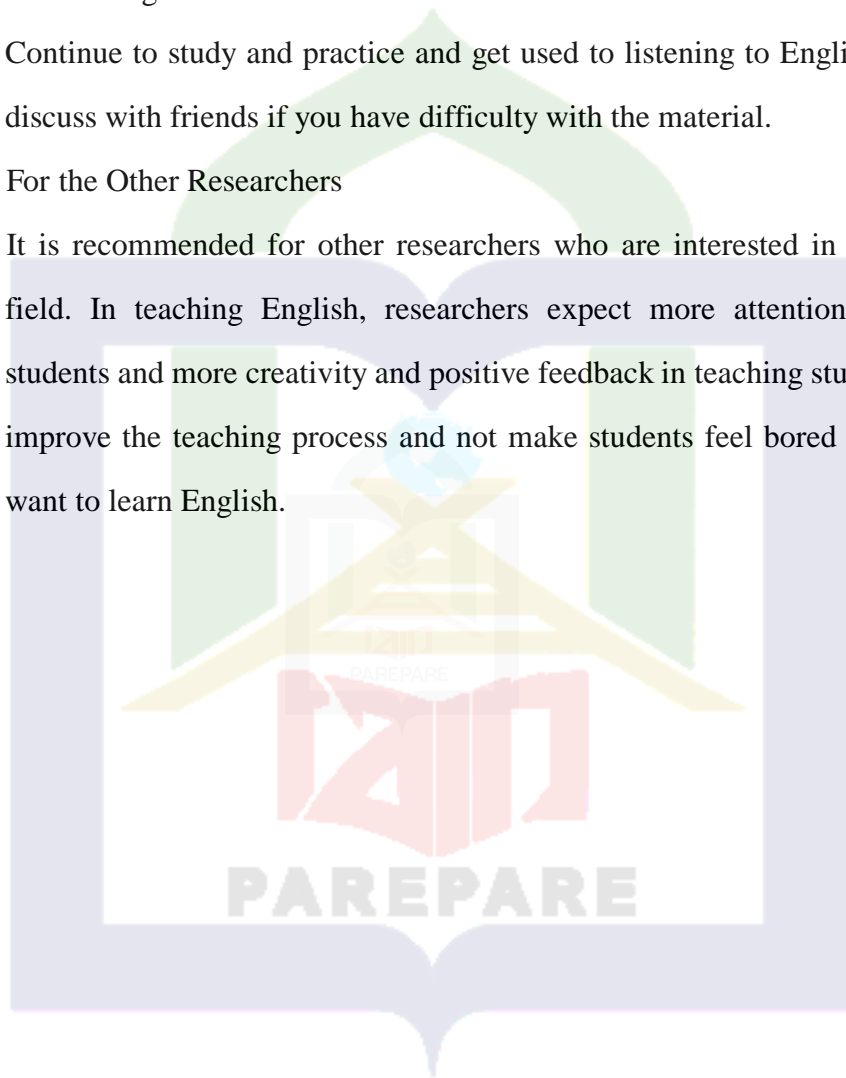
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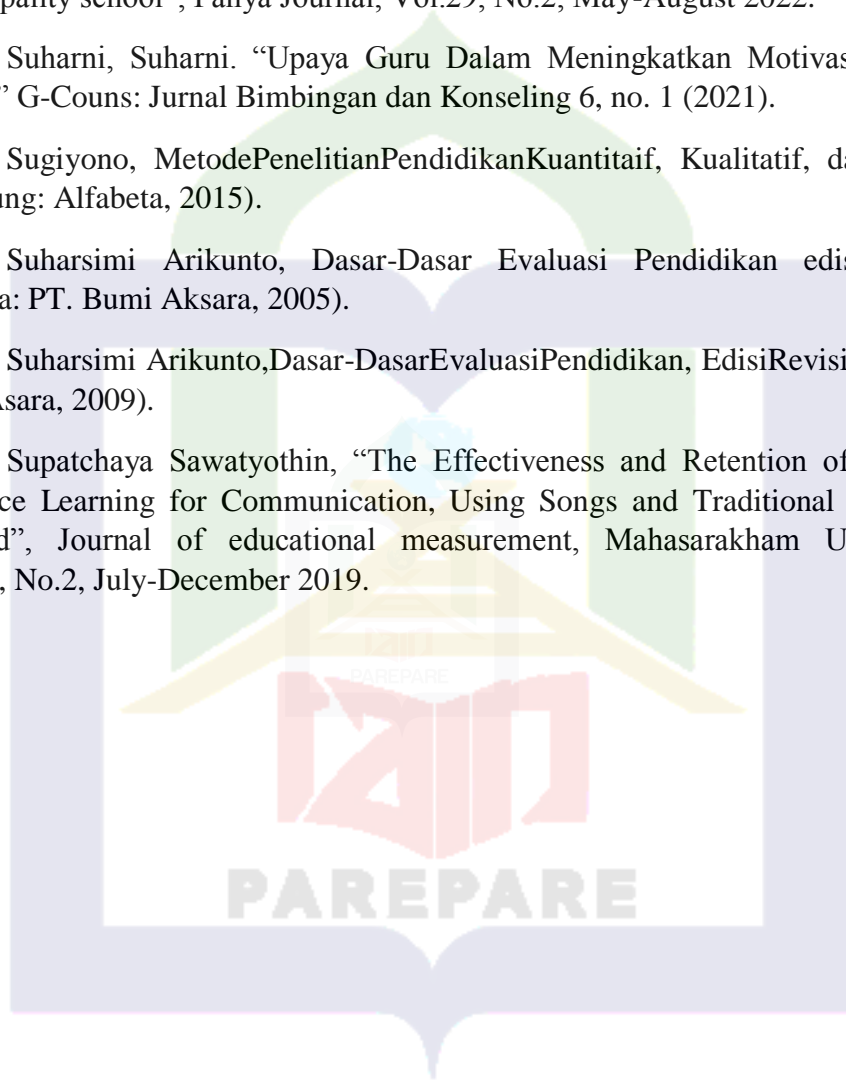
APPENDICES

Appendices 1 : Questionnaire Results

STUDENTS	Statements																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Ikhwan the	1	1	1	1	5	1	1	4	3	5	1	1	5	3	5	3	41
Nawin sameang	5	5	5	5	5	1	5	5	1	1	3	5	1	2	5	5	59
Hafiz saleh	5	5	1	1	5	5	1	5	5	5	5	1	1	5	3	5	58
Arfan beraheng	1	5	2	1	1	4	1	4	2	1	4	4	1	1	4	5	41
Hasam maseng	4	3	2	1	5	2	2	3	2	3	2	3	2	4	5	3	46
Maysuroh seng	1	5	5	1	1	3	4	5	3	5	1	1	1	1	2	1	40
Itmi inan semeang	3	5	2	1	5	5	3	5	3	5	1	1	5	1	5	5	55
Hamdee jehloh	4	3	1	1	2	2	1	4	3	4	3	1	1	3	4	2	39
Furkon madiyoh	5	1	1	1	1	4	2	5	5	5	5	5	1	3	2	2	48
Husna maha	2	5	2	2	5	5	3	5	3	3	4	3	1	1	3	1	48
Amin hama	3	5	1	1	5	4	3	3	5	5	3	1	3	3	3	3	51
Farha dueraman	3	3	3	1	3	3	2	5	5	4	3	3	5	3	3	3	52
Raweeyanee the	3	3	2	2	3	4	4	5	4	3	4	4	4	3	3	3	54
Tasneem usmanee	1	5	5	5	1	4	5	5	1	1	1	1	5	5	3	1	49
Nuraseekeen jehloh	3	4	5	1	5	1	1	5	1	3	5	5	1	5	4	2	51
Firdaus	4	3	1	1	3	1	1	5	3	3	3	3	2	1	5	5	44
Nasreen mina	3	3	3	1	3	3	5	5	5	1	3	3	2	4	3	1	48
Nursalmee samae	1	5	5	1	1	3	4	5	3	5	5	1	1	1	3	1	45
Total																	869

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PAREPARE

FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA	:	TUAN NURMEE HAYEEMA
NIM	:	18.1300.135
FAKULTAS/PRODI	:	TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL	:	USING ENGLISH SONG AS A LEARNING MEDIA IN INCREASING THE STUDENTS MOTIVATION OF THE ELEMENTARY 5TH GRADE STUDENT AT BAN THANAM SCHOOL

Instrument penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-expriment dengan memberikan kuestioner yang sama dengan pada kelas ekspremen serta dilengkap dengan instruksi pada instrument sebagai berikut:

Appendices 2 : Instrumen of Questionnaire

<div align="center">

LEARNING MOTIVATION QUESTIONNAIRE

</div>

Respondent Identity :

Name :

Class :

Instruction :

   This questionnaire contains 16 statement items about motivation to learn. Carefully read each of these statements. Then, give an answer by putting a check mark (√) on the one of the most correct answer choices according to your level of agreement, with the following answer choices:

5 : Very suitable

4 : Appropriate

3 : Fairly Appropriate

2: Less Appropriate

1 : Incompatible

No.	Indicators	Statement	Answer choices				
			1	2	3	4	5
1	Student interest and attention to English lessons.	1. I feel at a loss if I skip class and don't pay attention when the teacher explains because I can't understand the next subject matter. 2. I don't like English lessons because there is a lot of material					

		3. I am interested in learning English.					
		4. I prefer learning as usual rather than learning using song media					
2	Enthusiasm of students to do learning tasks	5. By using song media I am more enthusiastic in learning English.					
		6. I am not able to follow English lessons.					
3	Responsibilities of students in doing learning assignments	7. I do my English assignment very thoroughly.					
		8. I just asked friends in the group to do English assignments.					
4	The reaction shown by students to the stimulus given by the teacher	9. Learning English using song media is more fun because it doesn't make you bored.					
		10. I am interested in observing English learning using song media.					
		11. Learning English using song media makes me unable to concentrate on studying because the class is not quiet.					
		12. I don't like learning English using song media because the class atmosphere becomes chaotic.					
5	Feeling happy and satisfied in doing the task given by the teacher.	13. I feel challenged in doing difficult English assignments.					
		14. The English assignment given by the teacher made it easier for me to understand biology lessons.					
		15. Even though my English score only reached the minimum					

		completeness criteria, I was satisfied				
		16. I can't work on the questions because I don't understand the English material delivered using song media.				

Appendices 3 : Lesson Plan

LESSON PLAN

Education units	:	BAN THANAM SCHOOL
Subjects	:	English
Class/Semester	:	V/Even
School year	:	2021-2022
Subject matter	:	English song
Time Allocation	:	6 x Meetings

A. Core Competency

1 : Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to causes of phenomena and events, and applying knowledge procedural in a specific field of study according to their talents and interests to solve problems.

2: Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what one learns at school independently, acts effectively and creatively, and is able to use methods according to scientific rules.

B. Basic Competency and Indicators

Basic competencies	Indicator
1. Presenting children's songs and practicing understanding the contents of the songs	• Listen to sentences properly and correctly. • Sing the song well and correctly • Describe the content of the song being sung.

C. Learning objectives

1. After listening to the example from the teacher students can sing the song with the right lyrics and rhythm
2. By using song text, students are able to read the sentences in the song content correctly.
3. After asking and answering, students can say exactly.
4. After observing the pictures from the song media students can call it correctly.

D. Learning materials

Hear, understand and explain the meaning of children's songs. (Month of the year, The colors, seven Day a week, The sharp).

E. Learning methods

1. Lecture
2. Discussion
3. Question and answer
4. Assignment

F. Activity Steps

Meeting 1-4

a. Initial activity (10 minutes)

1. Teacher greets students.
2. The teacher told students to pray before starting the lesson.
3. The teacher checks the attendance of students.
4. The teacher conveys the learning objectives
5. The teacher explains the subject matter of the English song.
6. The teacher gives examples of English songs.

b. Core Activities (75 minutes)

1. Starting with an essential question

   The teacher will ask questions to students to attract students' attention and want to know about the material being taught. Then it will open the English song that will be learned.

2. Designing a plan

   The teacher will ask students to see and hear English songs and understand the contents of the song. First of all, the teacher will open the song and explain the contents of the song then the teacher asks the students to sing together then asks the meaning of the song.

3. Create Schule

   The teacher will tell students about the time spent studying and understanding the material from the English song. The teacher will tell students to listen and understand the contents of the English songs they are learning.

4. Monitoring the students and project progress

   The teacher will guide and help students if students have difficulty learning through listening to English songs. In this case, the teacher acts as a monitor.

5. Assess Outcome

   The teacher will evaluate students' understanding and ask students to explain what they have heard.

c. Closing Activity (5 minutes)

1. The teacher will ask students to conclude the material that has been studied.

2. The teacher will ask students to close the lesson by saying a prayer.

All the activity steps at each meeting are the same, only the material differs. The material is:

1. The first meeting conducted a pre-test to determine the ability to understand students' English learning by using songs.

2. The second - fifth meeting taught material through English songs. About (Month of the year, The colors, seven Day a week, The sharp).

3. The sixth meeting conducted a post test and gave a questionnaire to analyze the increase in learning and student motivation.

G. Learning Resources/Tools/Materials

1. Song videos
2. Book
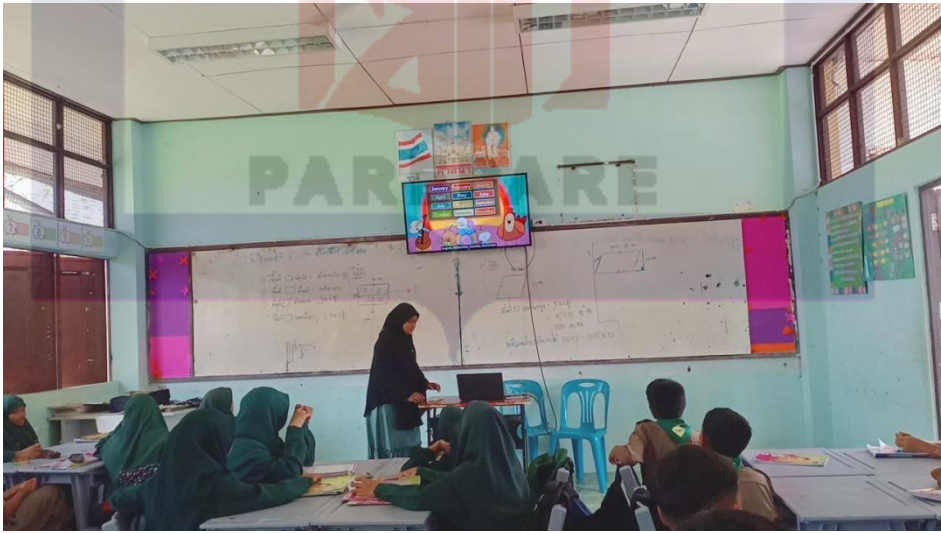3. Whiteboard
4. Whiteboard marker
5. Laptops
6. lcd

H. Evaluation

1. Assessment Techniques: Written test and questionnaire
2. Form of Assessment of understanding the content of the song
3. Assessment rubric

Appendices 4 : Documentation Form

Appendices 6 : Administration Form

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH
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PO Box 909 Parepare 91100, website www.parepare.ac.id, email mail@iainpare.ac.id

Nomor	: B.2957/In.39/FTAR.01/PP.00.9/07/2023	04 Juli 2023
Lampiran	: 1 Bundel Proposal Penelitian	
H a l	: Permohonan Rekomendasi Izin Penelitian	

Yth. Kepala Sekolah Ban Thanam School

di,-

      Thailand

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Tuan Nurmee
Tempat/Tgl. Lahir	: Pattani, 13 November 2000
NIM	: 18.1300.135
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: 88 Tungkhla, Saiburi, Thailand

Bermaksud akan mengadakan penelitian di wilayah Thailand dalam rangka penyusunan skripsi yang berjudul **"Using English Songs A Learning Media In Increasing The Students Motivation Of The Elementary 5th Grade Students At Ban Thanam School Thailand".** Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3097 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
Kesatu	:	Menunjuk saudara; 1. Mujahidah, M.Pd.
		2. Nur Azisa, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Tuan Nurmee
NIM	:	18.1300.135
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Using Children Songs As A Learning Media In Increasing Motivation and Learning Student In Elementary School

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di   : Parepare
Pada Tanggal   : 05 Oktober 2021

Dekan,

Y. H. Saepudin

BAN THANAM SCHOOL

Alamat : No. 2 Thanam, Panare, Pattani, Thailand Kode Pos 94130 HP. 073417011

Email. bantanam2514@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini Kepala Sekolah Ban Thanam
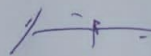
Menerangkan bahwa :

Nama	:	TUAN NURMEE
NIM	:	18.1300.135
Program Study	:	Pend. Bahasa Inggris
Nama Universitas	:	Institus Agama islam Negeri (IAIN) Parepare
Judul Penelitian	:	" USING ENGLISH SONGS AS A LEARNING MEDIA IN INCREASING THE STUDENTS MOTIVATION OF THE ELEMENTARY 5TH GRADE STUDENTS AT BAN THANAM SCHOOL THAILAND "

Bahwa nama tersebut diatas telah melakukan penelitian dalam rangka penyusunan Skripsi di Ban Thanam School Kab. Panare, Thailand pada tanggal 8 February s/d 27 February 2023.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Thanam, 2 March 2023
Warek Kepala Sekolah Ban Thanam

Mr. Korseng Sani

CURRICULUM VITAE

Tuan Nurmee Hayeema, writer, was born on March 01, 2000 in Pattani, domiciled in Thung Khla Village, Saiburi District, Pattani Province, Southern Thailand. She was the second of two children in his family. Her father's name is Tuan Ahmad, and her mother's name is Sakinah. She has 1 sisters. Started studying in 2006-2007 at Ban Thung Khla Kindergarten and graduated in 2007, while in the same year studied at Choomchon Ban Thung Khla Elementary School in 2008-2013 then continued his education at Watthanatham Islam School in 2013-2018 graduating in 2018, then continued her education at Watthanatham Islam School in 2013-2018 graduating in 2018. Then in the same year continued his higher education at the State Islamic Institute (IAIN) Parepare, South Sulawesi, Indonesia by taking a study program at the Faculty of Tarbiyah, Department of English Education. She also actively participates in several student events both at campuses and dormitories. She is involved in an organization namely the Association of Thai Students in Indonesia and the Association of Pattani Students in South Sulawesi (PMPS). Ever attended the Thai Student Association event in Indonesia in Jogjakarta in 2019. Title "Using English Songs As A Learning Media In Increasing The Students Motivation Of The Elementary 5th Grade Students At Ban Thanam School Thailand".