

**TEACHING VOCABULARY USING A CHILDREN SONG: VIEWED  
FROM STUDENTS' MOTIVATION AT SDS PLUS AL MUBAROKAH**

**SKRIPSI**

Submitted as a Fulfillment of the Requirement for Gaining the Degree of  
Education Bachelor in English Language Education Department



By:

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UN PGRI KEDIRI**

**2023**

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Entitled:

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FKIP UN PGRI KEDIRI  
Kediri, July 26<sup>th</sup>, 2023

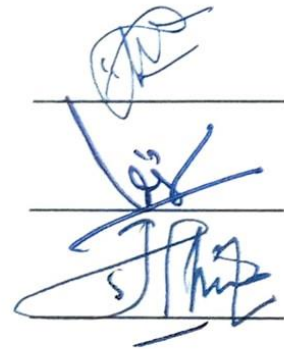
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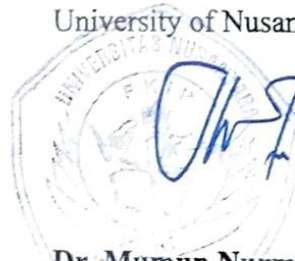
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2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others.
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## MOTTO AND DEDICATION

### Motto

*At-thariqah ahammu min al-maddah, wa al-mudarris ahammu min ath-thariqah,  
wa ruh al-mudarris ahammu min al-mudarris nafsihi.*

### Dedication

This skripsi dedicated to my loving parents who unwavering support and encouragement have been the driving force behind my pursuit of knowledge. Your belief in me, even during the most challenging times, has been my constant source of strength and motivation. Thank you for always standing by my side and instilling in me the values of perseverance and determination.

## ABSTRACT

**Ahmad Haris Ilhamsyah:** Teaching Vocabulary Using A Children Song: Viewed From Students' Motivation at SDS Plus Al Mubarakah, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2023.

**Keyword:** Student Motivation, Teaching Vocabulary, Children Song.

The importance of motivation in learning English is one of the most influential factors in English learning. The goal's motivation is a high or low factor. It is the key to success in the learning process. The researcher encountered several limitations, including a fundamental issue observed among fifth-grade students at SDS Plus Al Mubarakah.

This research aims to explore and describe their motivation when exposed to vocabulary learning using children's songs. How does teaching vocabulary using children's songs play an important role in the motivation of the fifth-grade students at SDS Plus Al Mubarakah.

This is qualitative descriptive research. the researcher used the open-ended questionnaire type Likert scale to interview five fifth grade students in SDS Plus Al Mubarakah. The questionnaire consists of 10 questions that pertain to students' motivation towards learning vocabulary using a children's song. It is evident that among the five students in the class, a significant proportion, specifically sixty percent, agree that children's songs have a positive correlation with their learning motivation.

Furthermore, within this percentage, an additional forty percent of the students strongly agree that children's songs have a strong association with their learning motivation. By embracing and harnessing the potential of children's songs, educators can create an enriching learning environment that promotes student engagement, enthusiasm, and academic achievement. This finding can be applied to students who experience a similar phenomenon. Teachers can enhance the vocabulary learning process by utilizing songs tailored to the students' capacity.

## ACKNOWLEDGEMENT

Be grateful to Allah Swt., the Almighty, who has been giving blessings and mercies, so the researcher was able to finish this skripsi as a partial fulfillment of a requirement for the Sarjana Degree.

This skripsi is entitled “Teaching Vocabulary Using a Children Song: Viewed from Students’ Motivation at SDS Plus Al Mubarakah”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus, he needs critic and suggestion better. Therefore, he would like to express his gratitude to:

1. Dr. Zainal Afandi, M.Pd., as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd., as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd., as the Head of English Language Education Department of University of Nusantara PGRI Kediri.
4. Drs. Agung Wicaksono, M.Pd., as the first advisor who guided the writer in finishing this skripsi.
5. Dr. Sulistyani, M.Pd., as the second advisor who guided the writer in finishing this skripsi.
6. All the lecturers of English Language Education Department of University of Nusantara PGRI Kediri for the knowledge given all this time.
7. Beloved family; Ayah, Ibuk, Ahda, Namira, and Zalfa who always pray and support the researcher for his study.
8. Beloved friends who always help and support the researcher for his study.

Kediri, July 12<sup>th</sup>, 2023



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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents five subchapters related to the title of the research. Those are: background of the research, limitation of the problem, research question, objectives of the research, and significance of the research.

### **A. Background of the Research**

Learning a language is not something new for people who have been interested in it since a long time ago. Language is an instrument to address and understand ideas, reasons, feelings, either orally or written. Dealing with human resources development, language is a unique attribute which enables us to learn and think creatively. In this case, English is an international language that is used by almost all people in many aspects of life, such as science, knowledge, education, technology, and communication.

English also gives impact in Indonesian's education. In Indonesia, English is taught as a foreign language in almost all levels of school, both as local current subjects for elementary school students. It shows that learning English is important. Nowadays, English is needed for everyone especially students because information, scientific books and other references are written in English. As an international language, English competence becomes a necessity in that it will be the basic for the higher level and prepare students to face the globalization era. It is expected that by mastering English students can grow and develop to become clever, have ability and have good personality.

The Ministry of Education and Culture no longer includes English subjects as compulsory subjects for elementary school students (SD) in the 2013 curriculum, which has been in effect since the 2013/2014 school year. Based on the problems above, according to Nisa (2020), the Ministry of Education in 2014 revised the 2013 curriculum to perfect the curriculum, and schools that are not structurally and resource ready can still use the KTSP as a guide. And from this situation, schools that still use KTSP and schools that already use the 2013 curriculum still include English subjects as local content (*mulok*), as at SDS PLUS AL MUBAROKAH English subjects are included in local content.

The school are of the opinion that learning English is very important to be introduced and learned since the child is still at an early age, or children at the elementary school level, it's just that the English language learning provided must be in accordance with the cognitive level of students and the material taught is only basic education or basic education. introduction of English to students.

English foreign learners have a problem in English. Student problem can't remember words, way to read different with written, tone same but word different, can't do different between verb, adjective and other and students' lack motivation to learn English.

The importance of motivation in learning English is one of influential factor in English learning. Motivation is a factor of high or low of the goal. It is the key of success in learning process. Without motivation, the goal of the learning is difficult to be reached. Motivation of young foreign language

learners needs to be built gradually, making sure that the target structure is introduced in an easily attainable order. For this reason, songs serve as a perfect medium for achieving motivation. By using song, children can get the feeling of success on an individual level, but also as being part of a group.

One of the best ways to create that atmosphere is make the anxiety-free environment is through interesting activities. Children song is included to one of the fun activities which serve as useful tools for listening that does not have pressure on students to produce the language and learn it. Songs are one type of listening activities that have lot of function. Music and songs are essential part of growing and learning. Children love to sing and almost the teacher naturally use song to teach them English language in a fun way in the class. The most benefit of songs are that they are fun and can keep the students excited and spirit to learning. However, the most important feature of songs is repetition. They contain pronunciation, rhythm, vocabulary and provide a fun atmosphere. Even the teacher, repeat the songs multiple a day, the students probably would not get bored. There are so many aspects of a language that can be delivered and recycled through the use of song.

The writer observed that most of five grade students of SDS Plus Al Mubarakah have low motivation and low ability in learning English especially in remembering the vocabulary. They think foreign language especially English is complicated because of its difficult to pronounced.

The success of teaching process depends on several factors. Diane Larsen-Freeman (2000) said everyone knows that being a good teacher means give positive feedback to students and being concerned about their affective

side or their feelings. Moreover, the most important things in the actualization of the teaching and learning process are the teacher and learner. Song is powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analysis it and its effect if we so wish. Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language.

This research aimed to investigate the students' motivation when taught using children song. Furthermore, the researcher expects that this research will give contribution to the practice of vocabulary teaching and also student learning motivation.

#### **B. Research Question**

How is the fifth students' motivation when they are being taught using children song?

#### **C. Objective of the Research**

The aim of this research is to describe the students' motivation when taught vocabulary using children's song at the fifth-grade students at SDS Plus Al Mubarakah in the academic year 2022/2023.

#### **D. Scope of the Research**

In this research, the researcher decided to limit students' motivation when taught vocabulary in the fifth-grade class with a total of five students from SDS Plus Al Mubarakah in the academic year 2022/2023.

## **E. Significance of the Research**

### **1. For the Teacher**

The researcher hopes that the result of the research can be useful to give the advantage to develop learning process and the teacher is able to understand that the teaching using appropriate media help the process of teaching effectively.

### **2. For the Researcher**

This research can add to the insight of researchers as prospective English Language Teachers regarding teaching vocabulary.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses related literature concerning with students' motivation of learning vocabulary to basic level through song. This literature review provides a brief explanation about theoretical framework that consist about vocabulary acquisition, teaching vocabulary, student motivation, children song, and review on previous study.

#### **A. Vocabulary Acquisition in Language Learning**

Vocabulary acquisition plays a crucial role in language learning, and educators are continually seeking innovative and effective strategies to enhance this process. One such approach is the utilization of songs, which have been found to be a powerful tool for vocabulary acquisition. This scientific exploration examines the connection between vocabulary acquisition in language learning and songs, highlighting the underlying mechanisms and benefits of this unique approach.

Songs evoke emotions and create a positive learning atmosphere. Emotionally engaging experiences enhance memory formation and retrieval, making vocabulary acquisition through songs more effective and enjoyable for learners. The emotional connection to music facilitates the retention of vocabulary items.

Music and rhythm stimulate the brain's neural pathways, enhancing cognitive processing and memory. The melodic and rhythmic patterns of songs provide a scaffold for vocabulary acquisition, making words more memorable and easier to recall. The inherent musicality of songs aids in phonological

awareness and pronunciation, contributing to overall language development (Husna & Murtini, 2019).

Songs often employ repetitive structures, choruses, and refrains, which support vocabulary retention and reinforce language patterns. Repetition helps learners internalize vocabulary, allowing for increased exposure and practice opportunities. The predictability and pattern recognition in songs facilitate word recognition and comprehension.

Songs provide vocabulary within meaningful contexts, allowing learners to grasp word meanings and usage intuitively. By embedding vocabulary in lyrics that revolve around specific themes or stories, songs offer authentic language input that aids in understanding and retention. Contextualization fosters a deeper connection between words and their meanings.

Songs engage multiple senses simultaneously, creating a rich learning experience. Learners listen to the lyrics, sing along, and often accompany the music with gestures or actions, activating auditory, visual, and kinesthetic modalities. This multi-sensory approach enhances cognitive engagement and memory consolidation.

Songs captivate learners' attention and foster motivation, creating an enjoyable and interactive learning experience. The positive association with music and the inherent pleasure derived from singing and listening to songs promote active participation and sustained interest, leading to enhanced vocabulary acquisition.

The connection between vocabulary acquisition in language learning and songs is supported by scientific research. Songs provide an emotionally engaging and multi-sensory experience that enhances memory, repetition, and pattern recognition. Contextualization within songs offers meaningful input, while the musicality and rhythm facilitate pronunciation and phonological awareness.

Furthermore, songs foster motivation and enjoyment, leading to increased learner engagement. By integrating songs into language learning curricula, educators can harness the power of music to enhance vocabulary acquisition and promote overall language proficiency. This approach provides a dynamic and effective means of expanding learners' lexical repertoire and facilitating their journey towards language mastery.

## **B. Student Motivation**

### **1. Definition of Motivation**

According to Machr & Meyer (1997), as cited by Fitria (2023), motivation is a cognitive construct used to explain the initiation, direction, intensity, persistence, quality, and direction of behaviour.

As Schunk describes motivation, it is what gets people moving, keeps people going, and makes people accomplish things. According to Paris & Turner (1994), as cited in Gustiani (2020), describe motivation as the engine of learning.

According to Borah (2021), motivation is an affecting; a motive; an inciting. A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego

enhancement. Motivation is a state of a cognitive arousal that provokes a decision to act, as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set a goal. Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement.

That will be analyzed in this research is motivation to learn, which is a kind of internal and external drive that pushes students who are studying about something to improve their attitude (Purnama et al., 2019). Motivation to learn plays a crucial role in a student's academic success and overall attitude towards learning.

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

## 2. Types of Motivation

According to Ryan & Deci (2000), motivation can be classified into two categories: intrinsic and extrinsic motivation. Nayakama (2014), as cited in Fitria (2023), further elaborated that intrinsic motivations, which stem from personal characteristics, and extrinsic motivations, which arise from

external factors, such as the environment, have distinct effects on individuals.

a. Extrinsic

Extrinsic motivation refers to the drive to engage in an activity or pursue a goal due to external factors or rewards. In language learning, extrinsic motivation manifests when learners are motivated by external incentives, such as grades, certificates, rewards, or social recognition. It involves seeking external outcomes or avoiding negative consequences rather than a genuine interest in the language itself. Extrinsic motivation can be categorized into two forms: extrinsic regulation, where individuals engage in activities solely to attain rewards or avoid punishments, and introjected regulation, where individuals undertake tasks to enhance their self-esteem or avoid guilt.

Factors Influencing Extrinsic Motivation in Language Learning according to Rosiana (2017):

1) Rewards and Incentives

In the realm of language learning, external rewards, such as grades or tangible incentives, have the potential to exert a significant influence on learners' motivation. These rewards are considered as extrinsic reinforcements, which serve to acknowledge and validate learners' endeavors, thereby instilling a sense of accomplishment and recognition. By attaching value to specific outcomes or achievements, external rewards can effectively stimulate and sustain learners' motivation in the

pursuit of language acquisition. These rewards act as external stimuli, encouraging learners to invest time and effort into their studies, as they perceive the potential rewards as tangible indicators of progress and success.

Additionally, the presence of external rewards can enhance learners' engagement and focus, as they strive to attain the desired outcome and reap the associated benefits. Consequently, incorporating external rewards into language learning environments can be a strategic approach to bolster learners' motivation and foster an enduring commitment to the language learning process.

## 2) Social Recognition

In addition to the previously mentioned factors, the desire for social acceptance and recognition can significantly contribute to extrinsic motivation in language learning. Human beings are inherently social creatures, and the approval and validation received from others can serve as a powerful motivator for learners. When learners receive praise, acknowledgment, or positive feedback from teachers, peers, or family members for their language learning achievements, it creates a sense of accomplishment and satisfaction.

This external validation reinforces their efforts and progress, making them feel recognized and accepted within their social circles. The positive reinforcement and encouragement they

receive act as extrinsic motivators, fueling their motivation to continue learning and improving their language skills.

### 3) Academic Pressure

High-stakes exams, such as standardized language proficiency tests or college entrance exams, often carry significant consequences for learners. These exams may determine academic placements, scholarships, or future educational opportunities. The weight of these external evaluations can create a strong motivation for learners to study a language diligently, even if their personal interest in the language may be limited. The desire to achieve a desired score or secure a specific academic outcome can act as a powerful extrinsic motivator, prompting learners to invest time and effort into language learning to meet the requirements of these exams.

Academic expectations can also exert external pressure on language learners. Educational institutions, parents, or teachers may have certain expectations regarding language learning, either as part of the curriculum or for future academic and career prospects. Learners may feel compelled to study a language due to these external expectations, even if their intrinsic interest or enthusiasm may be lacking. The desire to meet these expectations, gain recognition, or avoid potential negative consequences can serve as an extrinsic motivator that drives learners to engage in language learning.

#### 4) Instrumental Value

The perceived usefulness or practicality of a language serves as a powerful extrinsic motivator that can significantly influence language learners. When learners recognize the potential benefits and advantages that come with acquiring language skills, their motivation to engage in the learning process is heightened. This motivation can stem from various factors, including future employment prospects, travel opportunities, and the ability to communicate effectively in specific contexts.

One of the primary drivers behind this motivation is the anticipation of improved career prospects. In today's globalized world, proficiency in multiple languages can greatly enhance one's employability and open doors to a wider range of job opportunities. Learners who perceive the practicality of a particular language in the job market are more likely to be motivated to acquire proficiency in that language, knowing that it can improve their chances of securing desirable positions or advancing their careers. The ability to communicate with international clients or collaborate with colleagues from different cultural backgrounds becomes a valuable asset that can set learners apart in the competitive job market.



## 5) Cultural or Social Factors

Societal or cultural norms play a significant role in shaping extrinsic motivation in language learning. In certain cultures, the acquisition of proficiency in a specific language may be highly valued and esteemed. This cultural emphasis on language proficiency can create external pressures and expectations for individuals to learn the language, even if their intrinsic interest may be limited.

The desire to conform to societal norms, gain social recognition, or meet cultural expectations can act as extrinsic motivators, propelling learners to engage in language learning efforts. The perceived prestige associated with mastering the language within the cultural context can serve as a driving force for learners, encouraging them to invest time and effort into language acquisition. Additionally, the recognition and respect that individuals receive from their community for their language skills can further reinforce extrinsic motivation in language learning.

### b. Intrinsic

Intrinsic motivation refers to the inherent drive and curiosity that individuals possess to engage in an activity for its inherent satisfaction, pleasure, or personal growth. In language learning, intrinsic motivation emerges when learners are genuinely interested in the language itself, find pleasure in the learning process, or seek personal fulfillment

through language acquisition. It is characterized by an internal desire to explore, understand, and master the language, rather than being driven by external rewards or pressures.

### Factors Influencing Intrinsic Motivation in Language Learning

#### 1) Personal Interest

Learners who possess a deep passion for the language are more likely to engage in language learning activities willingly and persistently. Their intrinsic motivation stems from an authentic desire to explore and connect with the language, driven by their curiosity about its intricacies, cultural nuances, and its ability to facilitate meaningful communication. This intrinsic motivation serves as a powerful internal drive that sustains learners' engagement, fuels their desire for mastery, and fosters a lifelong love for the language.

#### 2) Enjoyment and Flow

The experience of enjoyment and achieving a state of flow, characterized by complete immersion and absorption in the learning process, are significant contributors to intrinsic motivation in language learning. When learners derive pleasure from the language learning activities, perceive them as challenging yet manageable, and experience a sense of personal fulfillment and satisfaction, their intrinsic motivation to acquire language skills is heightened.

The state of flow, characterized by focused concentration, a sense of control, and the alignment of skills and challenges, fosters deep engagement and intrinsic motivation. Learners who find language learning enjoyable, personally rewarding, and experience a state of flow are more likely to display sustained commitment, perseverance, and enthusiasm in their language learning endeavors.

### 3) Autonomy and Self-Determination

The presence of autonomy and self-determination in language learning significantly promotes intrinsic motivation. When learners have a sense of control and freedom in their learning process, allowing them to make choices about their learning path, set personal goals, and take ownership of their progress, they are more likely to experience intrinsic motivation.

Autonomy supports learners' need for self-directedness, enabling them to align their learning with their individual preferences, strengths, and interests. By having the autonomy to make decisions, learners feel a sense of empowerment and control over their learning journey, which fosters a greater sense of intrinsic motivation. The ability to exercise autonomy in language learning encourages learners to engage in activities that are personally meaningful and enjoyable, leading to increased satisfaction, engagement, and a deepening of their intrinsic motivation.

#### 4) Competence and Mastery

The desire for competence and mastery is a powerful driver of intrinsic motivation in language learning. As learners experience progress, achieve milestones, and gain a sense of competence in using the language, their intrinsic motivation is further reinforced. The feeling of mastery, characterized by a sense of proficiency and fluency, provides intrinsic rewards that fuel motivation.

When learners perceive their language skills improving, their confidence grows, and they feel a sense of accomplishment. The ability to communicate effectively, understand native speakers, and express oneself in the language serve as intrinsic motivators, as learners experience the gratification and satisfaction of successfully navigating the linguistic challenges. This intrinsic reward of competence and mastery drives learners to continue their language learning journey with enthusiasm and a strong internal drive for further growth and proficiency.

#### 5) Personal Significance

When language learning is connected to learners' personal values, goals, or aspirations, it enhances intrinsic motivation. Learners who perceive the language as personally significant, such as for career advancement, travel opportunities, or cultural connections, are more likely to be intrinsically motivated to invest in language learning.

Language learning is fueled by intrinsic motivation, which is derived from personal interest, enjoyment, autonomy, competence, and personal significance. To cultivate and sustain this intrinsic motivation, educators play a crucial role in creating meaningful and enjoyable learning experiences. By fostering learner autonomy, promoting a growth mindset, and providing constructive feedback, educators can nurture and maintain learners' intrinsic motivation. This intrinsic motivation serves as a powerful driving force for engagement, perseverance, and the achievement of language proficiency. It fosters a lifelong love for language learning and equips learners with effective communication skills in the target language.

On the other hand, extrinsic motivation in language learning arises from external factors such as incentives, rewards, and pressures. While extrinsic motivation can initially engage learners, it is vital to strike a balance by also nurturing intrinsic motivation for sustainable language learning. Educators can facilitate this by creating environments that support learner autonomy, offering meaningful learning contexts, and emphasizing the intrinsic value and personal growth associated with language acquisition. By focusing on intrinsic motivation alongside extrinsic factors, educators empower learners to develop a genuine passion for language learning. This holistic approach enables learners to not only achieve language proficiency but also cultivate a lifelong love for the language.

## C. Children Song

### 1. Definition of Song

Children song are specifically designed to cater to the needs and interests of young learners. They often incorporate repetitive patterns, catchy melodies, and simple lyrics, making them easily accessible and enjoyable for children. Anderson (2021) in his research has shown that children song can facilitate language learning by providing a context for vocabulary acquisition and promoting active engagement.

Songs are one of the most captivating and culturally rich resources that can be easily used in language classrooms. As Griffie say in Kuśnierek (2016), that “the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio.”<sup>1</sup> In the same field, Griffie also states that:

Songs have elements in common with speech and poetry, they are a unique form. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Both songs and poetry use words to convey meaning, both are usually written down before publication, both can be put to music and both can be listened to.

In addition, Davanellos (1999, p. 13), in Hannesson (2019), said that song are not only fun, they have a serious purpose for language teaching. According to Parlakian & Lerner (2010) explained that children's songs have tremendous benefits for students' understanding in the teaching and learning process. It also has an effect on students' development and

character education, which includes not only social-emotional skills, but also motor and cognitive skills.

## 2. Song to Motivate Students in Learning

Using songs in the classroom is a special thing. Songs provide the material in English that students want to understand. They want to be able to sing the song and understand them. It is become teacher's responsibility to provide an appropriate song. In choosing the appropriate song, Griffiee lists four categories:

- A. The class, it is including the total number of the students and their age, the time of the day, the language level of the students, and their musical interest.
- B. The teacher, it is including the teacher's age and musical interest, the classroom support to convey the songs, and teacher's purpose
- C. Classroom opportunities, it is including the teacher's level of independence in determining the material of curriculum, free class time, and lesson supplement
- D. The music, the kind of music interest, the song that requires support to the lesson, and lesson plan.

### **D. Review on Previous Study**

In this section, researcher will summarize and write some previous research those are related to researcher skripsi. The previous researchs are;

In a previous study conducted by Ma'rifat (2017), titled "A Case Study of Using Songs in Teaching English Vocabulary to Young Learners" published

in the Journal of English and Education, the research aimed to explore the use of song-based activities and stages in teaching English vocabulary. Additionally, the study sought to investigate the students' responses to the incorporation of songs in learning English vocabulary. The research design employed for this study was qualitative, utilizing a case study approach. Data was collected through observation, interviews, and written documents as research instruments. The study involved twenty first-grade students from a private elementary school in Bandung.

The results of the study revealed that the teacher implemented four stages during the teaching process: opening, main, follow-up, and closing stages. Furthermore, the students exhibited a positive response to the use of songs in learning English vocabulary. They expressed feelings of happiness and enjoyment during the teaching and learning process. Additionally, the incorporation of songs aided the students in better understanding English vocabulary.

According to Sulaiman (2015), titled "The Implementation of English Songs in Teaching Vocabulary at the First Grade of Senior High School at SMP N 1 Muara Bungo," the research aimed to explore the effectiveness of self-made songs in improving students' vocabulary learning. The research method employed was classroom action research (CAR), which involved planning, implementing, observing, and reflecting. Two methods of data analysis were utilized. Quantitative data analysis was used to examine and interpret data from tasks and speaking tests, while qualitative data analysis was employed for analyzing data from observations, field notes, and interviews. The findings of



the research indicated that teaching vocabulary through songs had a positive impact on students' motivation to learn English.

The technique provided a unique learning experience, boosted students' confidence, increased their interest in English class, reduced anxiety, and made the learning process more enjoyable. It was expected that using songs would prove to be more effective than conventional methods. By incorporating songs, teachers could enhance their creativity and update their teaching strategies, resulting in improved English learning outcomes, particularly in vocabulary acquisition. Furthermore, songs contributed to a fun and enjoyable teaching and learning environment.

According to Chotimah & Astiyandha (2022), titled "The Effectiveness of Using Kids Songs to Teach Listening on Young Learners Viewed from Students' Motivation at Azhar Tahfidz," the research aimed to investigate the effectiveness of utilizing kids songs to teach listening skills to young learners, considering their motivation levels at Azhar Tahfidz. The study emphasized the significance of incorporating songs in English as a second language (ESL) instruction, highlighting their effectiveness in developing students' listening abilities. By using kid songs, it was expected that students would gain a better understanding of listening comprehension. Songs are valued for their linguistic, cultural, and entertaining features, and they serve as valuable resources for language learning, capable of facilitating the development of various language skills. This paper presents theoretical explanations of listening skills for young learners and explores how songs can influence motivation for English language listening. The study involved two different groups of participants from Azhar

Tahfidz. Their motivation was examined with and without the implementation of songs.

The data analysis, conducted using a t-test, indicated that incorporating songs in English instruction for young learners significantly increased their motivation to learn the language. The participants were fourth-grade students, totaling 28 individuals divided into two groups: 14 students in the control group and 14 in the experimental group. The participants were around the same age, approximately 9 years old, with 9 males and 5 females in the control group, and 8 males and 6 females in the experimental group.

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