



THE EFFECT OF USING ENGLISH SONGS ON MOTIVATION TO LEARN ENGLISH IN GRADE 8 STUDENTS AT SUSTER JUNIOR HIGH SCHOOL

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ABSTRACT

Indonesian students' motivation to learn English is low. This is caused by several factors such as loss of self-esteem, physical discomfort, frustration, reprimands that are not understood, tests that have not been discussed or taught, and material that is too difficult or easy. Therefore, students' English learning strategies need to be carried out to increase students' motivation to learn English. The purpose of this study was to determine whether the use of English songs has a significant effect on the motivation to learn English of 8th grade students at Suster Junior High School. This study used quantitative method. This study was conducted in May 2023. The sampling technique used in this study was purposive sampling with a total sample of 32 respondents who were grade 8 students at Suster Junior High School Pontianak. The data collection method used was observation and questionnaire. Data were analyzed using simple linear regression analysis. The results has shown that the use of English songs had a significant effect on the motivation to learn English of students in class 8B at Suster Junior High School Pontianak.

Keywords: *English Language, Use of Songs, Learning Motivation*

INTRODUCTION

English is the most widely used international languages in the world. English is the most widely used language in the world in 2022, with a six percent increase from one year ago, so that English is made one of the international languages (The Most Spoken Languages 2022, December 26, 2021). According to Nuraeni (2021, p.19), "International language is a language that can be used as a means of communicating with many people from various countries in the world". Therefore, it can be said that English is one of the languages used to communicate globally. As the language most widely used by people in many countries, it is important for students to learn English in order to keep up with the future developments. One of the important international languages to learn is English (Maduwu, 2016). However, students' motivation to learn English in Indonesia is low. Rahmat and Jannatin observed students in 2018 and concluded that a lack of motivation to learn English was caused by laziness, boring subjects, and difficulty with the English subject. In addition, there are other researchers who found the same thing. In 2013, Setiyowati found that a majority of students lost motivation for learning English as a result of the use of less than optimal learning methods. The low level of learning motivation among students at Jawahirul Ulum Jabon Sidoarjo Vocational High School, which caused to the low value of the students' learning outcomes, was also found by Setiawati's research in 2017.

There are some students who are enthusiastic in learning English because they have certain motivations, but there are also some students who do not have motivation in learning

English. The students does not participate actively in class. This is caused by several factors expressed by Anggraini (2016), namely loss of self-esteem, physical discomfort, frustration, reprimands that are not understood, tests that have not been discussed or taught, and material that is too difficult or easy. Rashed (2017) stated that some students think learning English is too difficult to understand, thus making students feel that learning English is not important.

Students' English learning strategies need to be carried out to make the learning atmosphere enjoyable. One strategy for learning English that can be used is learning English through listening. This learning will provide new experiences for students to learn English, thus enabling students to understand English material that was not understood before.

Based on the explanation above, the problem can be formulated as: “Does the Use of English Songs significantly affect the Motivation to Learn English of Grade 8 students at Suster Junior High School?”

Based on the background explanation above, the purpose of this study is to find out whether the use of English songs has a significant effect on the motivation to learn English of grade 8 students at Suster Junior High School.

This study is supposed to have the following contributions:

1. This study is expected to contribute to the development of science and can be a reference for other studies, especially similar research that examine the effect of using English songs on students learning motivation in the future.
2. This study is expected to be useful for readers in increasing their motivation to learn English. Learning English through listening to English songs can be done as a way to increase reader motivation. In addition, this research is also expected to help teachers, especially English teachers in planning learning strategies that can motivate students to learn.

The hypothesis and conceptual framework of this study are as follows:

Ho: The use of English songs has no significant effect on students' motivation to learn English.

Ha: The use of English songs has a significant effect on students' motivation to learn English.

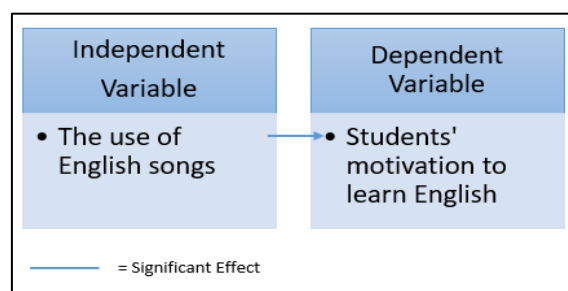


Figure 1. Conceptual Framework

LITERATURE REVIEW

In this study, the writer suggest theorist related to this study:

Listening is one of the four main skills in language. When you want to learn English, listening is an important skill that must be learned because listening helps us to understand what we hear around us. Glikjani and Sabouri (2016) explained that receiving what the speaker says, creating and showing meaning, determining the meaning with the speaker and responding, and generating meaning by interaction, creativity, and empathy are all process of listening.

From all the types of listening mentioned by Tyagi (2013), comprehension listening is the listening that is suitable to be applied in this study. Comprehension listening is a type of listening that aims to find and understand the meaning of what is heard. Comprehension

listening can be used to listen to songs or other media, so that the meaning of the song can be understood by the listeners, who in this study was students at Suster Junior High School.

There are five process of listening. They are hearing, understanding, remembering, evaluating, and responding as follows, as mentioned in Tyagi (2013, p.2-3). The listening processes are as follows:

1. First Step: Receiving (Hearing)

Receiving or Hearing is the response caused on by sound waves stimulating the sensory receptors of the ear (perception necessary for listening depends on attention). You must hear to listen, but you need not listen to hear. Brain screens stimuli and permits only a select few to come into focus. These selective perception is known as attention, an important requirement for effective listening.

2. Second Step: Understanding (Learning):

By analyzing the meanings of the stimuli we have accepted, the second stage helps in the interpretation of signs that we have never seen and heard before. Additionally, not just words serve as symbolic stimuli, but also sounds like applause and sights like blue uniforms do as well. The listener's perception of the sender's context and intended meaning is important to successful interpersonal communication.

3. Third Step: Remembering (Recalling)

The most important stages of listening is remembering, that means that the listener not only receives in and interprets the information but also keeps it in their mind memories. Our memory and attention are both selective when we listen. What have remembered may be entirely different from what it was actually seen or heard.

4. Fourth Step: Evaluating (Judging)

At this stage, only active listeners are involved. The involved listener carefully weighs the information, sort reality from speculation, and evaluates whether a message has bias or prejudice. When this stage of the process is begin before a message has completed, it requires us to stop hearing and concentrating to the incoming message, which finishes the listening process. The effective listener wants to make sure that he or she does not beginning this activity too soon.

5. Fifth Step: Responding (Answering)

The sender does not have an option to detect if the information has been accepted. This step is the only open way for the sender to know the percentage of message transmission success. The recipient is offered the chance to finish the stage with verbal or nonverbal responses.

From the five stages in listening mentioned above, the most important stages in understanding the meaning of a song are the understanding and remembering stages. The understanding and remembering stages are the most important stages in the listening process because to be able to capture the message from the sender, the listener must understand the message sent by the sender. If at this stage the message is not understood by the listener, then the listening process cannot proceed to the next step. Then, if the message that the sender wants to convey has been understood by the listener, then the listener must store the message he heard in their memory.

Motivation comes from the word *movere* which is a Latin word which means encouragement or driving force. Robins (2007, as cited in Mendari, 2010) defines motivation

as process that describes an individual's direction, perseverance, and intensity in achieving their goals. In relation to this study, student motivation can increase if students have something they want to achieve that encourages students to learn English. Student motivation can be seen from the attitude and persistence of students in learning English.

The song is one of the audio stimulation that can move the listener's feelings and emotions. Listeners can feel happy, sad, calm, excited, even feeling scared just by listening to the song. Song is an entertaining medium, so people like to listen to songs, including students. Therefore, listening to songs can affect students learning motivation.

Listening to songs is an intrinsic factor that influences students learning motivation. Prihartanta (2015) explained that intrinsic motivation is the motivation that arises and already exists within each individual. This type of motivation is not caused by external factors. Prihartanta (2015) also mentioned concrete example of intrinsic motivation to find out more clearly about intrinsic motivation. The concrete example is a student who studies hard because he or she really wants to gain knowledge and skills. In relation to this study, students learning motivation appears when students learn by using song media because students have a hobby of listening to songs. The songs that will be used are English songs which are not limited to certain song genres. Therefore, listening to songs can affect the enthusiasm and motivation of student learning.

METHODOLOGY

In this study, the writer used quantitative research. Purwanza (2022) stated that quantitative research can be defined as an attempt to gain knowledge by analyzing a problem or a phenomenon based on empirical experience and incorporating various theories to analyze numerical research results. This study used survey research. Leavy (2017) defines survey research as research conducted by recruiting participants, collecting data and using a variety of instrumentation methods for relevant information about the behavior and preferences sample of individuals regarding the characteristics, actions, or opinions of a large group of people through their responses to questions.

This research was conducted at Suster Junior High School located at Arif Rahman Hakim Street number 106, Pontianak City. The reason why the writer chose Suster Junior High School as the object of this study is because the writer is an alumnus of the school. The 8th grade students of Suster Junior High School were chosen as the sample of this study by using purposive sampling. The writer chose 8B class because this class is one of the classes that have been taught using learning strategies using songs as media in English classes. Sumargo (2020) explained that purposive sampling is a technique from the non-probability sampling approach that takes a sample based on the researcher's considerations about which sample according to the researcher is the most representative of the population.

This primary data of this study were questionnaires and observations. The writer observed the behavior of students in class 8B at Suster Junior High School when the English class used English songs in learning on May 09, 2023. Then, the writer collected the questionnaire data on May 23, 2023. Sugiyono (2015) stated that a questionnaire is the provision of questions or statements in written form as a way of collecting data which is then carried out by respondents. In this study, the writer used a closed questionnaire which is a type of questionnaire that can be answered by respondents in the form of answer choices.

In this study, the questionnaire used answers with a Likert scale. Sugiyono (2015) argued that the likert scale is one of the measuring tools used to measure attitudes, opinions, and perceptions of a person or group of people towards a social phenomenon which can be referred to as a research variable.

According to Sugiyono (2015), observation is a data collection technique that has different characteristics from other data collection techniques, such as questionnaires and interviews which are not limited to people, but also other objects. The other expert, Hudang (2022) stated that observation is a data collection technique that is used to obtain information by reviewing various phenomena, situations and conditions that occur.

The secondary data was obtained from books, national and international journals, and articles from reliable sources. Secondary data is data obtained from indirect sources and was previously available in the form of documents or written data (Purwanza, 2022, p.12).

In this study, the independent variable (X) was the use of English songs, while the dependent variable (Y) was students' motivation to learn English. Independent variable is a variable that influences or causes changes in the dependent. Otherwise, dependent variable is a variable that is influenced by the independent variable (Musfirah, et al, 2022, p.17-18).

FINDING AND DISCUSSION

Respondents in this study were students of Suster Junior High School Pontianak who were in class 8B. The number of respondents used in this study amounted to 32 respondents. In filling out the questionnaire, respondents were asked to fill in their identity consisting of their name, age, gender, class and absence number.

The following is an explanation of the characteristics of respondents:

Table 1. Respondents' Characteristics Based on the Age

		Age	
		Frequency	Percent
Valid	13 years old	14	43.8
	14 years old	16	50.0
	15 years old	2	6.3
Total		32	100.0

Source: Processed Data, SPSS 26, 2023

According to the data in table 1, the majority of respondents are 14 years old as seen from the percentage results of 50% and followed by aged 13 years old with a percentage of 43,8%.

Table 2. Respondents' Characteristics Based on the Gender

		Gender	
		Frequency	Percent
Valid	Male	15	46.9
	Female	17	53.1
Total		32	100.0

Source: Processed Data, SPSS 26, 2023

According to the data in table 2, the majority of respondents were 17 female with 53,1% percentage, while male respondents were about 15 people with a percentage of 46,9%.

Table 3. Respondents' Characteristics Based on the Interest of English Songs

		Interest in English Songs	
		Frequency	Percent
Valid	Disagree	3	9.4
	Neutral	19	59.4
	Agree	6	18.8
	Strongly Agree	4	12.5

Total	32	100.0
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Source: Processed Data, SPSS 26, 2023

According to the data in table 3, the majority of respondents have an ordinary interest in English songs as seen from the percentage results of 59,4% and followed by respondents who are interested in English songs totaled six people with a percentage of 18,8%.

Validity tests are conducted based on item analysis, namely by correlating the score of each questionnaire item with the variable score using the Pearson Correlation Technique. The validity test was calculated with the help of SPSS. The test criteria are as follows:

- a. If $r_{\text{count}} \geq r_{\text{table}}$, then the question item is considered valid
- If $r_{\text{count}} < r_{\text{table}}$, then the question item is considered not valid

Table 4. Result of Validity Test to Variable X

Variable	Item	r count	r table	Validity
The Use of English Songs (X)	X1	0,726	0,349	VALID
	X2	0,847	0,349	VALID
	X3	0,367	0,349	VALID
	X4	0,708	0,349	VALID
	X5	0,781	0,349	VALID
	X6	0,573	0,349	VALID
	X7	0,527	0,349	VALID
	X8	0,708	0,349	VALID
	X9	0,752	0,349	VALID
	X10	0,640	0,349	VALID

Source: Processed Data, SPSS 26, 2023

According to table 4, the result of r count higher than 0,349 (r table), it can be concluded that all the statement of variable X are valid.

Table 5. Result of Validity Test to Variable Y

Variable	Item	r count	r table	Validity
Students' Motivation to Learn English (Y)	Y1	0,617	0,349	VALID
	Y2	0,676	0,349	VALID
	Y3	0,749	0,349	VALID
	Y4	0,812	0,349	VALID
	Y5	0,746	0,349	VALID
	Y6	0,621	0,349	VALID
	Y7	0,698	0,349	VALID
	Y8	0,532	0,349	VALID
	Y9	0,686	0,349	VALID
	Y10	0,649	0,349	VALID
	Y11	0,512	0,349	VALID
	Y12	0,630	0,349	VALID
	Y13	0,592	0,349	VALID
	Y14	0,529	0,349	VALID
	Y15	0,593	0,349	VALID

Source: Processed Data, SPSS 26, 2023

According to table 5, the result of r count higher than 0,349 (r table), it can be concluded that all the statement of variable Y are valid

The reliability test in this study was conducted by calculating the Cronbach's Alpha instrument value of each variable tested using SPSS. According to Nunnally (1994, as cited in Ghozali, 2018), if the Cronbach's Alpha value is above 0,70, the questionnaire instrument is declared reliable.

Table 6. Result of Reliability Test to Variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	10

Source: Processed Data, SPSS 26, 2023

According to table 6, the output "Reliability Statistics" has shown that the Cronbach Alpha value is 0,859. The X variable questionnaire instrument was declared reliable because the Cronbach Alpha value is more than 0,7.

Table 7. Result of Reliability Test to Variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	15

Source: Processed Data, SPSS 26, 2023

According to table 7, the output "Reliability Statistics" has shown that the Cronbach Alpha value is 0,894. The Y variable questionnaire instrument was declared reliable because the Cronbach Alpha value is more than 0,7.

Normality test is a test used to determine whether the data population is normally distributed or not. The data is considered normally distributed if the significant value obtained is more than 0,05.

Table 8. Result of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.92247163
	Most Extreme Differences	
	Absolute	.092
	Positive	.085
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Processed Data, SPSS 26, 2023

According to table 8, the Asymp. Sig. (2-tailed) is 0,200 which means the value is more than 0,05. It can concluded that the data is normally distributed.

Heteroscedasticity test is conducted by regressing the independent variables to their absolute residual values. The criteria in this test are if the significant value or p-value is more than 0,05, then heteroscedasticity does not occur. The method used in this heteroscedasticity test is the Glejser test.

Table 9. Result of Heteroscedasticity Test Using Glejser

Model	Coefficients ^a		Beta	t	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
1 (Constant)	.225	3.735		.060	.952
Total_X	.118	.104	.204	1.139	.264

a. Dependent Variable: ABRES

Source: Processed Data, SPSS 26, 2023

According to table 9, the significance value for The Use of English Songs (X) was 0,264. The X variable has a significant value higher than 0,05. So, it can be concluded that there is no heteroscedasticity problem in the study data.

Linearity test in this study was conducted using the Test for Linearity method with a significant level of 0,05. Two variables are considered to have a linear relationship if the significant value is less than 0,05. The criteria for this test are as follows:

1. If the linearity value is < 0,05, then there is a linear relationship between the independent variable and the dependent variable.
2. If the linearity value is > 0,05, then there is no linear relationship between the independent variable and the dependent variable.

Total Y * wee	Bet	(Combined)	1656.042	19	87.160	2.558	.050
Total_X	n	Linearity	977.529	1	977.529	28.692	.000
	Gro ups	Deviation from Linearity	678.512	18	37.695	1.106	.439
Total	206						
	4.875	31					

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Total Y * wee	Bet	(Combined)	1656.042	19	87.160	2.558	.050
Total_X	n	Linearity	977.529	1	977.529	28.692	.000
	Gro ups	Deviation from Linearity	678.512	18	37.695	1.106	.439
Within Groups			408.833	12	34.069		
Total			2064.875	31			

Source: Processed Data, SPSS 26, 2023

According to table 10, the significance value for linearity was 0,000. This means that the significant value for linearity is less than 0,05. It can be concluded that there is a linear relationship between the use of English songs (X) and students' motivation to learn English (Y).

Simple linear regression is an analysis used to determine how much influence the independent variable has on the dependent variable. In addition, this test is conducted to determine whether an independent variable has a positive or negative effect on the dependent variable, as well as predict the value of the dependent variable if the value of the independent variable increases or decreases.

Table 11. Result of Simple Linear Regression Test

		Coefficients ^a				
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
Model		B	Std. Error	Beta		
1	(Constant)	25.034	5.832		4.293	.000
	Total X	.842	.162	.688	5.193	.000

a. Dependent Variable: Total_Y

Source: *Processed Data, SPSS 26, 2023*

The simple linear regression equation can be written as follows:

$$Y = a + bX_1 + e$$

$$Y = 25,034 + 0,842X_1 + e$$

The regression equation can be explained as follows:

1. The constant value (a) of 25,034 explained that if the independent variable (The Use of English Songs) is zero, then the dependent variable (Students' Motivation to Learn English) will have a positive value of 25,034.
2. The coefficient value of X (b) of 0,842 indicated that the variable The Use of English Songs has a positive effect on Students' Motivation to Learn English. In other words, if the Use of English Songs increases by one percent, then Students' Motivation to Learn English will increase by 0,842.

The Correlation Coefficient test is used to measure how far the relationship between the independent variable (X) and the dependent variable (Y) is. The measurement scale for this test is as follows:

0,00 – 0,199 = very weak

0,20 – 0,399 = weak

0,40 – 0,599 = intermediate

0,60 – 0,799 = strong

0,80 – 1,000 = very strong

Table 12. Result of Correlation Coefficient Test (R) and Goodness of Fit Test

		Model Summary		
		R	Adjusted R Square	Std. Error of the Estimate
Model	Correlation Coefficient (R)			
1				

1	.688 ^a	.473	.456	6.020
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a. Predictors: (Constant), Total_X

Source: Processed Data, SPSS 26, 2023

According to table 12, the correlation value (R) was 0,688. This has shown that there is a strong relationship between the variable of using English songs (X) and motivation to learn English (Y).

The coefficient of determination (R^2) is used to measure how far the ability of the independent variable is to describe the variation in the dependent variable. The coefficient of determination is between zero and one. If the value of R^2 is close to one, then almost all variations of the dependent variable can be explained by the independent variables.

According to table 12, The result of the coefficient of determination of adjusted R

Square has shown that the ability percentage of the independent variable (The Use of English Songs) influenced the dependent variable (Students' English Learning Motivation) was 0.456 or 45.6%. The remaining 54,4% (100-45,6) was influenced and explained by other variables outside the focus of this research.

Partial Significance Test (t-test) is used to determine how the effect of independent variable can explain variation in the dependent variable.

Table 13. Result of t-test

		Coefficients ^a				
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
Model		B	Error Std.	Beta		
1	(Constant)	25.034	5.83		4.293	.000
	Total_X	.842	.162	.688	5.193	.000

a. Dependent Variable: Total_Y

Source: Processed Data, SPSS 26, 2023

Ha = If sig. \leq 0,05 / t table < t count, then the independent variable has a significant effect on the dependent variable.

Ho = If sig. > 0,05 / t table > t count, then the independent variable has no significant effect on the dependent variable.

Table 14. Interpretation of the Hypothesis

t count	t table	Interpretation	
5,193	> 2,039	Ho rejected	Ha accepted

Source: Processed Data, SPSS 26, 2023

According to table 13 and table 14, the t count value was 5,193. The t table value in this study was 2,039 which is obtained from the degree of freedom (df) of 31 (n-1 or 32-1) with a significance of 0,050. Therefore, it can be seen that the t count value of 5,193 was bigger than the t table value of 2,039 (5,193 > 2,039) which means the research hypothesis Ha is accepted.

CONCLUSION

Based on all the results of the analysis and discussion of this study, the writer can conclude as follows:

1. Most of the respondents in this study were female with 17 people or 53,1% of the total respondents. The majority of respondents are 14 years old, with a percentage of 50% or 16 respondents. Based on respondents' interest in English songs, most respondents expressed an ordinary interest in English songs with a percentage of 59,4% or 19 people. The number of respondents who are interested in English songs was six people or 18,8%, while respondents who are very interested are four people or 12,5%. The rest are respondents who are not interested in English songs.
2. From the test results that have been conducted, it can be seen that the accepted research hypothesis is H_a , which means that there was a significant effect between the variable the use of English songs on the variable students' motivation to learn English.
3. In the partial significance test (t test), the t count value of 5,193 was higher than the t table value of 2,039, so that based on the decision-making criteria, it can be seen that there was a significant effect of the use of English songs on students' motivation to learn English.
4. In the Simple Linear Regression analysis, the coefficient of determination (R^2) value of 0,456 or 45,6% was obtained, which has shown that the use of English songs variable is able to affect the students' motivation to learn English variable by 45,6%. The remaining 54,4%, there are other variables that also affect students' motivation to learn English outside of this study.
5. There was a relationship between students' interest in English songs and students' motivation to learn English. If English learning is carried out with song media, then students who have a hobby of listening to English songs will be more interested in English and focus on learning. This can increase the students' motivation to learn English.

Based on the conclusions, the writer would like to provide the following suggestions:

1. Based on the results of this study, it has shown that the use of English songs in learning English has a significant effect on students' motivation to learn English. Therefore, the writer suggests to the teachers of Suster Junior High School, especially for English teachers to keep increasing their knowledge, thus developing learning strategies that are more suitable and fun for the students at Suster Junior High School so that they are more motivated to learn English.
2. For future researchers, the writer suggests developing this research, by adding respondents in order to better represent the existing population. This research can also be developed by increasing the number of variables that may have an effect on students' motivation to learn English, such as English movies or the desire to get good test scores. In addition, the writer suggests to future researchers to conduct data collection with other techniques, such as interviews with English teachers. Interview data can be used as additional data to see the effect of using English songs on students' English learning motivation from the perspective of the English teacher. Then, the writer suggests making several observations to get more detailed and accurate observation data.

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