Original Article

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The Effect of English Song on Students' Motivation in Learning English at SMP Negeri 8 Gunungsitoli

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Abstract:

This study investigates the effect of using English songs on students' motivation in learning English at SMP Negeri 8 Gunungsitoli. Motivation plays an essential role in successful language learning, and integrating music as a medium is a creative strategy aligned with educational regulations to create engaging learning environments. The research employs a quantitative quasi- experimental design with a control and experimental group. Data were collected using questionnaires based on self-determination theory, focusing on students' autonomy, competence, and relatedness. Results indicate that the use of English songs significantly increases students' intrinsic motivation, enhancing their enthusiasm, confidence, and active participation in English learning activities. The results suggest that incorporating music into lessons can be an effective educational tool to foster motivation and improve language proficiency for junior high students. Relevant implications for teachers and educational institutions are discussed to optimize teaching strategies and learning outcomes.

Keyword: English Songs, Student Motivation, English Learning

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Pendahuluan

Student motivation is a crucial factor in achieving successful learning outcomes, particularly in learning English as a foreign language (EFL). Motivation determines students' willingness to engage actively in classroom activities, persist in learning challenges, and develop language competence over time. In Indonesia, this principle aligns with Law No. 20/2003 on the National Education System, which emphasizes the creation of meaningful and student-centered learning environments. Furthermore, the Regulation of the Minister of Education and Culture No. 103/2014

highlights that learning should be interactive, inspiring, enjoyable, and motivating in order to encourage students' active participation. However, in practice, English learning in many junior high schools still relies heavily on conventional teaching methods that limit students' interest and motivation.

Recent studies emphasize that the use of creative learning media plays an important role in increasing students' motivation in EFL classrooms. Songs, as a form of musical media, have been widely recognized as an effective tool for language learning because they combine linguistic input with emotional and cognitive engagement. Research shows that English songs can enhance students' attention, enjoyment, and learning motivation by creating a relaxed and enjoyable classroom atmosphere (Al-Smadi, 2020). Similarly, Anggraeni et al. (2024) conclude that engaging activities such as singing English songs significantly increase students' motivation and positively influence their learning behavior. Indasari et al. (2023) also report that listening to and singing English songs improves students' enthusiasm and willingness to participate actively in English lessons.

In addition to motivation, songs contribute to language development by supporting vocabulary acquisition, pronunciation, and listening comprehension. That music-based learning not only improves students' understanding of English material but also strengthens their intrinsic motivation to learn. Moreover, Vigl et al. (2023) suggest that certain musical characteristics, such as tempo and motivational lyrics, can influence learners' focus and emotional engagement, which are essential elements in sustaining learning motivation. These findings indicate that music is not merely an entertaining supplement, but a pedagogically meaningful medium in language education.

Despite the proven benefits of songs in EFL learning, their implementation at the junior high school level remains limited. At SMP Negeri 8 Gunungsitoli, English teachers have attempted to use interactive activities, including songs, yet the variety and consistency of teaching methods remain insufficient. Interviews conducted on December 10th, 2024 revealed that many students showed low enthusiasm and passive participation during English lessons. This condition indicates a gap between the expected learning outcomes and the actual classroom situation, where students perceive English as a difficult and less engaging subject. Limited teaching resources and less innovative instructional strategies can negatively affect student motivation and overall learning quality.

Most previous studies on the use of songs in English learning focus primarily on young learners or elementary school students. Although these studies confirm the effectiveness of songs in enhancing motivation and language skills, research specifically examining junior high school students is still limited. This gap is significant because students at this developmental stage have different cognitive, emotional, and motivational characteristics compared to younger learners. In addition, existing research often discusses music in general, without exploring how specific types of English songs may influence students' motivation more effectively in the EFL context.

Therefore, this study offers novelty by focusing on the effect of English songs on junior high school students' motivation to learn English, particularly at SMP Negeri 8 Gunungsitoli. By examining how English songs function as a motivational learning medium at this level, the study seeks to provide empirical evidence that

enriches existing literature and offers practical implications for English teachers. The specific objective of this research is to investigate whether the use of English songs has a significant effect on students' learning motivation and to determine the significance level of that effect in the context of junior high school English learning.

Methods

Type of the Research

Quantitative research is a scientific approach that emphasizes the systematic collection and analysis of numerical data to understand a phenomenon objectively. This approach focuses on testing hypotheses using standardized instruments so that the results can be generalized to a wider population. Creswell (2022) explains that quantitative research is an approach that emphasizes the collection and analysis of numerical data to understand phenomena objectively. Quantitative research has the advantage of testing hypotheses using standardized instruments and is capable of generalizing research results to a wider population. Creswell also states that quantitative research is suitable for evaluating relationships between variables and providing data that can be clearly measured statistically.

The second opinion from Yang (2021) He states that traditional quantitative methods that use one-time measurements are insufficient to capture the complexity and dynamics of the ever-changing language learning process. Therefore, it introduces innovative quantitative designs such as panel designs and latent growth models to capture the variability and development of research constructs over time, thereby providing deep insights into the language learning process.

One of the designs of quantitative research is experimental method is a highly effective research approach in improving students' understanding and abilities through active involvement and direct experience during the learning process. Sudiana, Hidayat, and Ihsanda (2025) stated that the application of the experimental method has been proven to significantly improve students' understanding by bridging theoretical concepts to practical applications, making learning materials easier for students to understand. Furthermore, research by Wilani (2025) confirms that the experimental method has a positive impact on student learning activities and achievement. The study shows that the success of the experimental method is greatly influenced by the implementation of systematic experimental activities so that students can better develop scientific process skills. This method not only increases students' interest in learning but also deepens their understanding of scientific concepts when compared to conventional methods.

One of types of experimental method is quasi-experimental research is a widely recognized method in educational research for evaluating the impact of interventions when full randomization is not feasible. This approach allows researchers to measure cause-and-effect relationships using designs such as nonequivalent control groups and pretest-posttest designs, providing practical and applicable insights in real-world educational contexts. According to Solehudin (2025), quasi-experimental research is essential for assessing the effects of learning interventions, showing significant improvements in learning outcomes compared to control groups despite the lack of full randomization. Similarly, Anantasia and Rindrayani (2025) emphasize the method 's usefulness in situations where controlling external variables is difficult, making it suitable for education and social sciences by

enabling the testing of interventions that can be realistically applied in society.

A control group is included in this specific research design, although it was only utilized for post-tests. This design had two groups: an experimental group and a control group. The experimental group will be given the intervention, which included using English songs during learning activities, whereas the control group was given the traditional teaching method without the use of songs. After the intervention, the motivation levels of both groups were assessed using a post-test. Random assignment ensures that any observed differences in motivation may be attributed to the intervention since it lessens pre-existing discrepancies between the groups.

The post-test strategy is to be used because the purpose of this study was to test the impact of English music on students' motivation. By comparing the experimental and control groups' post-test results, the researcher may determine if the usage of English music has a statistically significant impact on students' motivation to study.

Table 1. Data Representation Table Comparison of Post-Test Motivation Scores between the Experimental Group and the Control Group

Intervention	Post-Test Results (Motivation Score)
Use of English songs	Average Score: X1
Traditional teaching methods	Average Score: X2

This table illustrates how the data from the two groups may be quantitatively compared to determine the effectiveness of the intervention. To ascertain whether the difference in mean scores (X1 vs. X2) is significant, statistical analysis, such as a t-test, can be used to support or refute the hypothesis (Ho or Ha).

Variables of the Research

Variables are qualities that have the ability to assume various values and are utilized to depict and measure the items, locations, individuals, or thoughts being examined in research. The primary kinds of variables are independent and dependent. An independent variable is controlled by the researcher to observe its impact on the dependent variable, while the dependent variable is what is being gauged in the investigation and is foreseen to change because of the independent variable. In this particular research, the independent variable is the use of English songs Laoli et al. (2024), while the dependent variable is students' motivation in learning English.

Creswell and Plano Clark (2020) define the independent variable as the one that the researcher modifies or manipulates in order to see how it affects the dependent variable. In this study, the usage of English songs is the variable that is changed to determine its effect on students' willingness to learn. The dependent variable, which is measured or observed to assess whether the independent variable has an impact, is students' motivation to learn.

According to Dörnyei (2020), motivation in language acquisition is a complex concept influenced by various factors, including instructional strategies and

resources employed. The purpose of this study is to determine if using English songs can enhance students' enthusiasm for learning. For these variables to be reliably measured, they must be operationally defined; for instance, motivation can be assessed using specific measures or questionnaires designed to gauge factors such as students' persistence, interest, and effort in learning English. Furthermore, finding and controlling factors that might impact the relationship between the independent and dependent variables is crucial in quantitative research, as noted by Ary et al. (2020). To avoid influencing the study's findings, control variables such as students' level of English proficiency, musical interests, and learning environment must be taken into account. This comprehensive approach ensures a more accurate assessment of how the use of English songs affects students' motivation in learning English.

Population and Sample

Population

This study focused on a population consisting of students of grade IX A, B and C of SMP Negeri 8 Gunungsitoli for academic year 2024- 2025 there is a total of 83 students. This population is chosen because the main objective of the study is to measure the impact of using English songs on students' English learning motivation. In this context, the population reflects the group that is the main concern of the researcher, namely the ninth-grade students who have certain characteristics in terms of age, education level, and English learning experience.

The use of English songs as learning media is expected to increase students' learning motivation, so the results of this study are expected to be generalized to all ninth-grade students at SMP Negeri 8 Gunungsitoli. This is important because the population not only represents a group of students, but also reflects the broader dynamics and characteristics of the students in the school. Thus, this study aims to provide a deeper insight into the effect of using songs in English learning and how it can affect students' overall learning motivation.

In this study, population determination also includes other important aspects, by focusing on this population, the researcher hopes to make a significant contribution to the understanding of effective learning methods in the context of English education at SMP Negeri 8 Gunungsitoli.

Table 2. The population of the Ninth Grade of SMP Negeri 8 Gunungsitoli

No	Class	Total
1	IX-A	30 Students
2	IX-B	23 Students
3	IX-C	30 Students
Total		**83 Students**

Sample

Sample size is an important element in research as it affects the validity and reliability of the results. According to Althubaiti (2022), determining sample size should consider several factors, such as research design, desired level of precision, statistical test power, confidence level, and practically significant difference (effect

size). A sample size that is too small can result in a large margin of error, making the research results less accurate. Conversely, a sample size that is too large can lead to a waste of resources without providing significant additional benefits to the quality of the research results. Subhaktiyasa (2024) adds that population homogeneity also affects sample size; a more homogeneous population allows the use of a smaller sample than a heterogeneous population.

Random sampling can be used to give each student an equal opportunity to be selected as a sample in a study on how English songs affect the learning motivation of ninth grade students at SMP Negeri 8 Gunungsitoli By doing this, bias can be reduced and the research findings are guaranteed to be more representative of the whole population. The sampling method used is the lottery method, where each student has an equal chance of being selected as a sample, so that the research results become more objective and representative.

Every member of the population has an equal probability of being chosen for the sample when using random sampling, according to Gay et,.al (2012). Since this approach is thought to be the most impartial and objective, the study's findings may be applied to the whole population. Gay underlined that in order to guarantee reliable and correct data representation in educational research, random sampling is crucial.

Gay explains a sampling method known as cluster sampling, in which the population is divided into small groups (clusters) based on certain characteristics, such as location or educational background. Finding clusters is the first step in cluster sampling, which divides the population into groups based on relevant demographic or geographic traits. After being identified, the clusters are selected at random, and a subset of these clusters is selected to be sampled for the study. Finally, during the within-cluster sampling stage, all members of the selected clusters may participate in the study. Alternatively, the researcher can also randomly sample additional individuals from within the clusters. This method is particularly useful when the population is too large or widely dispersed, making it easier to collect data in a more efficient and structured way.

Table 3. The Sampling Table Uses Cluster Sampling

Step	Description
Cluster Identification	Students were divided by class IX-A, IX-B, IX-C
Random Cluster Selection	Classes IX-A and IX-C were randomly selected
Sampling	All students from the selected classes were included

It should be noted that class IX-B was absent from the sample. IX- B was intentionally excluded to allow for more efficient data collection and management. By selecting only two of the three groups, the researcher may be able to focus resources and efforts more effectively while maintaining a representative sample. Cluster sampling, which involves randomly selecting entire classes as clusters, maintains the research's objectivity and representativeness. This method is highly effective when the population is dispersed, or individual sampling is impractical. Therefore, rather

than endangering the validity of the investigation, removing IX-B encourages more practical and manageable research logistics.

To guarantee statistical correctness, Gay suggests determining the appropriate sample size using techniques such as the Slovin or Krejci and Morgan table. For example, if the population consists of 83 students and the error tolerance criterion is set at 5%, the sample size may be determined using the Slovin technique. The Slovin formula is a method for determining the sample size of a population, and it is especially helpful when the population is large and difficult to measure generally. This algorithm helps researchers create a representative sample by accounting for a predetermined margin of error.

The Slovin formula can be expressed as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

Description:

n: Required sample size N: Population size
e: Margin of error, usually 0.05 for 5%.

The Krejcie and Morgan table is a tool used to determine sample size based on population size and confidence level. This table provides minimum sample values for various population sizes.

Table 4. Krejcie and Morgan

Population Size	Sample Size (n)
30	29
50	44
60	52
70	59
80	66
83	60

This chart may be used by researchers to determine the appropriate sample size to guarantee statistical validity in their work. 60 students is the recommended sample size for a population of 83 students. Data may be gathered using questionnaires or interviews with the students selected for the sample. Understanding how English songs affect students' drive to study is the main objective, taking into consideration factors such as song interest, lyrics understanding, and the influence of the songs on learning enthusiasm. This approach enables the study to produce representative findings that are relevant to the investigation's objectives.

Instrument of the Research

This research employed several instruments to comprehensively evaluate the impact of English songs on the learning motivation of students at SMP Negeri 8 Gunungsitoli. The primary instrument was a questionnaire designed with a quantitative approach to collect measurable data. The questionnaire focused on two

main features: the frequency of English songs used in the classroom and students' readiness to learn. Learning motivation was measured based on Ryan and Deci's (2020) Self-Determination Theory (SDT), which emphasizes three fundamental psychological needs: relatedness, competence, and autonomy.

The questionnaire asked students how often English songs are used in their classes and how this usage affects their feelings of autonomy (perceiving control over the learning process), connectedness (feeling part of the learning environment and materials), and competence (believing in their learning effectiveness). Responses were recorded using a Likert scale to measure levels of agreement or disagreement. To gain deeper insights into students' personal experiences with music in learning English, the questionnaire also included open- ended questions.

Additionally, inspired by Fitrya (2020), the instrument contained items measuring students' emotional attitudes toward using music in the classroom, acknowledging that songs can enhance speaking skills and foster positive emotions toward language learning. Prior to deployment, the questionnaire was tested for validity and reliability to ensure it accurately measured the intended constructs and produced consistent data.

Besides the questionnaire, classroom observations were conducted, particularly in classes IX-A and IX-C, to directly observe students‘ reactions to the integration of English songs during lessons. Other English teachers observed different classrooms to provide additional objective perspectives. These observations enriched the data by capturing real-time student engagement.

Finally, interviews with English teachers were carried out to collect qualitative data on teaching strategies and the role of music in boosting student motivation. By triangulating data from questionnaires, observations, and interviews, this study aimed to provide a comprehensive understanding of how English songs affect students' enthusiasm to learn at SMP Negeri 8 Gunungsitoli.

Data Collecting Technique

In this study, several data collection techniques were used to obtain comprehensive and accurate information regarding the effect of English songs on students' learning motivation. These techniques were chosen to complement each other and provide stronger validity to the research results.

1. Questionnaire

- The questionnaire was used to measure the level of students' learning motivation before and after the English song intervention
- The questionnaire contained closed questions (e.g., Likert scale) and open questions relevant to aspects of learning motivation, such as autonomy, competence, relatedness, interest, confidence, effort, and satisfaction in learning English.
- The questionnaire was administered to ninth grade students at SMP Negeri 8 Gunungsitoli who were the sample of the study.
- Questionnaire Table:

Table 5. The Questionnaire Table Below is Based on the Self- Determination Theory (SDT) developed by Ryan & Deci (2020).

Aspect Motivation	Indicator	Statement	Likert Scale (1-5)
Autonomy	1. Freedom to choose learning methods.	1. I feel I have freedom in choosing how to learn English.	1=Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	2. A sense of freedom in learning.	2. I feel more free in learning English.	1=Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
Relatedness	3.Confidence in understanding the material.	3. I am confident that I can understand the English material well.	1=Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	4.Barriers that affect self-efficacy.	4. The biggest challenge I face when learning English.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	5.Social support from friends/teachers.	5. I feel supported by my friends and teachers in learning English.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	6.Positive relationship with the learning environment.	6. The role of my friends or teachers positively affects my motivation in learning English.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	7.Interest in learning through songs.	7. I am interested in learning more about English through songs.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

Interest	8.Preference for song types in learning.	8. I find pop songs, rock songs, hip- hop songs, classical songs most interesting to help me learn English.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	9.Confidence in speaking after listening to songs.	9. I am confident to speak in English after listening to English songs.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	10.Songs as a medium for boosting confidence.	10. Listening to English songs helps boost my confidence in speaking English.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
Effort	11.Efforts to understand lyrics.	11. I try hard to understand the lyrics of English songs while studying.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
	12. Extra effort to learn through songs.	12. I put additional effort into learning English through songs	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree
Satisfaction	13. Satisfaction with learning progress through songs.	13. I feel satisfied with my progress in learning English after using the songs.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

14. Satisfaction from increased understanding and confidence.	14. feel satisfied with my progress in learning English because of improved understanding of material or increased confidence.	1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

2. Documentation

- Documentation was done by collecting relevant data from the school, such as student rosters, lesson schedules, and attendance records.
- In addition, documentation also included collecting learning materials used during the intervention, such as song lyrics, student worksheets, and presentation materials.

Data Analysis Technique

In this research, quantitative data analysis techniques were used to analyze the collected data and answer the predetermined problem formulations. Data analysis was carried out using statistical software. The steps of data analysis that were carried out are as follows in this research, quantitative data analysis techniques were used to analyze the collected data and answer the predetermined problem formulations. Data analysis was carried out using statistical software. The steps of data analysis that were carried out are as follows:

1. Instrument Validity and Reliability Test

Instrument Validity

a. Content Validity

Instrument validity, a crucial aspect of research, is the extent to which a measuring instrument accurately measures what it is supposed to measure. Internal validity may be maintained by controlling for external factors that may affect the research findings in order to accurately measure the cause-and-effect link between music intake and learning motivation, according to Hasan et al (2020). They emphasize that participant randomization and the use of experimental techniques with control groups are two essential strategies to improve internal validity in the context of English language learning. Internal validity in English language education research may be improved by using a systematic study design and reliable and valid measurement instruments, such as pre-tested motivation questionnaires Oktavia et al. (2022). They also recommend that researchers pre-test the instruments and minimize uncontrolled external factors so that the study's results truly reflect how music could increase students'

motivation to learn. Therefore, both points of view emphasize the importance of a rigorous experimental design and the use of trustworthy instruments in order to maintain internal validity in research.

According to Bandur (2024), an instrument's validity depends on a number of elements, such as its context, design, and ability to yield reliable and consistent findings. The supervisor reviewed the instrument's design, content, and compatibility with the underlying theory of the study in their capacity as an expert validator. Before being used for the post-test, the created questionnaire has to be assessed by a supervisor who is knowledgeable about the subject, taking validity and reliability into account. According to Wahyuni (2022), ensuring measurement accuracy in research requires testing for validity and reliability. In this instance, the supervisor's evaluation will also involve an examination of the questionnaire's items' relevance to the study's underlying theory to make sure each question is relevant and advances the objectives of the investigation. This validation process is expected to improve the instrument's quality and produce more accurate data collection results. In this instance, the supervisor's evaluation will also involve an examination of the questionnaire's items' relevance to the study's underlying theory to make sure each question is relevant and advances the objectives of the investigation. This validation process is expected to improve the instrument's quality and produce more accurate data collection results. The validation formula used to assess the content validity of research instruments is the Content Validity Ratio (CVR). This formula is very relevant to the validation process by the expert panel as described in the research context. Here is the explanation and formula:

Content Validity Ratio (CVR) Formula:

$$CVR = \frac{n_e - (N/2)}{N/2}$$

Description:

n_e : Number of experts (panelists) who rated the item as ―essential‖ N
: Total number of experts who rated

A rating scale from Gay (2012) may be used to quantitatively assess each statement item in the instrument throughout the validation phase. This scale ranges from 1 to 5, where 1 represents strongly disagree (very irrelevant/very unsuitable), 2 represents disagree (irrelevant/unsuitable), 3 represents neutral (moderately relevant/sufficiently suitable), 4 represents agree (relevant/suitable), and 5 represents strongly agree (very relevant/strongly suitable). Using predetermined criteria, such as the item's relevance to the study's objectives, its depiction of the main concept being evaluated, and its application to the defined indicators, the validator (supervisor) performs this evaluation.

The supervisor utilized Gay's (2012) grading scale to assess and validate each statement according to the criteria of relevance to the study aims, the main

ideas being assessed, and the planned indicators. The instrument was then changed in accordance to the input obtained. After the instrument was shown to be theoretically and content valid, it was then used to examine samples with characteristics comparable to those of the target population. This distribution is used to collect empirical data for testing of the instrument's empirical validity and reliability.

b. Instrument Validity Test

Instrument validity, a critical aspect of research, is the extent to which a measuring instrument accurately measures what it is supposed to measure. Internal validity may be preserved by adjusting for outside variables that might affect the research findings, according to Hasan et al. (2020), in order to accurately measure the cause-and-effect relationship between music consumption and learning motivation. They emphasize that participant randomization and the use of experimental techniques with control groups are two essential strategies to improve internal validity in the context of English language learning. The internal validity of research on English education can be improved by employing methodical study techniques and reliable and trustworthy evaluation instruments. similar to the previously assessed motivation questionnaire by Oktavia et al. (2022). They also recommend that researchers pre-test the instruments and minimize uncontrolled external factors so that the study's results truly reflect how music could increase students' motivation to learn.

The internal consistency of the instrument was evaluated using statistical techniques including item-total correlation analysis and Cronbach's alpha test after data collection from post-test students. The validity of each item is determined by its correlation value with the total score; a high and positive correlation value indicates that the item is authentic. Conversely, a Cronbach's alpha value higher than 0.7 indicates a consistent and dependable tool for assessing the variables under investigation. Items that are invalid or have low reliability may be modified or eliminated before the final instrument is used in research.

The data scale used in this study is a Likert scale, which is an interval scale. The Likert scale is used to measure respondents' attitudes, opinions, or perceptions of a statement. Each statement has several answer options with different weights, for example:

- Strongly Agree (SA) = 5
- Agree (A) = 4
- Neutral (N) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

The total motivation score is obtained by summing the scores of all statements. A higher score indicates a higher level of motivation, and vice versa.

Reliability Test

Test reliability is a crucial aspect of quantitative research, especially in the context of educational evaluation. It is essential to make sure the instrument being used can yield reliable and consistent results. Several experts expressed their thoughts on the notion of test reliability. Test dependability, as defined by Siregar (2022), is the ability of a test to yield consistent results when given repeatedly to the same individual under steady conditions. Furthermore, Arifin (2023) pointed out that techniques such as Cronbach's alpha, which shows the connection between test items, may be utilized to evaluate the internal consistency of an assessment. According to Putra (2024), the test-retest reliability approach may be used to assess the stability of test findings over time. Last but not least, Hidayat (2025) underlined that a dependable instrument will yield consistent findings when used frequently to assess the same trait, making it a crucial feature of evaluation tools.

There are several methods for conducting reliability testing, such as parallel form, internal consistency (using Cronbach's alpha), stable reliability (test-retest), and inter-rater, according to Ramadhan et al. (2024) in the Journal of Education Research. Both new and standardized instruments should be used for this exam in order to maintain the validity of the study's conclusions. Once the instrument sheet is finished, the next step is to conduct a reliability test on a representative sample using an appropriate approach (such test-retest or Cronbach's alpha). This aims to ensure that the instrument produces constant and consistent data throughout time in order to make the study findings legitimate and trustworthy for further examination.

The most commonly used formula for measuring internal consistency reliability is Cronbach ‘s alpha. The formula is as follows:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} \sigma_{y_i}^2}{\sigma_x^2}\right)$$

Where:

- k = number of items
- $\sigma_{y_i}^2$ = variance of item i
- σ_x^2 = variance of the total score

Cronbach‘s alpha values range from 0 to 1, with higher values indicating greater reliability. A value above 0.7 is generally considered acceptable for research instruments, showing that the instrument has good internal consistency and is reliable for use in educational research contexts.

Normality of the Data

Data normality is a critical step in statistical analysis to ensure the reliability of study findings. According to Sari and Setiawan (2023), a violation of the normalcy assumption could result in bias in parameter estimates and reduce the validity of the results of inferential analysis. Normality is the assumption that data comes from a population that is regularly distributed and forms the basis for several parametric

statistical techniques, such as linear regression and ANOVA (Wang & Lee, 2020). Shapiro-Wilk and Kolmogorov-Smirnov are two statistical tests used to determine whether data is normal.

The Shapiro-Wilk test is highly recommended for small samples, but the Kolmogorov-Smirnov test is more appropriate for large samples (PMC, 2019). If the data is not normally distributed, non-parametric techniques should be employed instead of parametric ones (Wang & Lee, 2020; Sari & Setiawan, 2023).

Shapiro-Wilk Test Formula The Shapiro-Wilk test calculates the W statistic with the formula:

$$T_3 = \frac{1}{D}\left[\sum_{i=1}^{k} a_i \left(X_{n-i+1} - X_i\right)\right]^2$$

Description:

T3: The calculated test statistic.

D: A divisor or normalizing constant.

∑: Sigma notation, representing summation. ai: The coefficient for the iii-th term.

X_{n-i+1}: The (n−i+1)-th data point (a value from the dataset counted backward).

Xi: The i-th data point (a value from the dataset counted forward). [ ]²: The entire summation inside the brackets is squared.

A T_3 value close to 0 indicates data consistency with the expected distribution, while a larger T_3 value suggests a deviation from normality.

Homogenity of the Data

Homogeneity of variance or homoscedasticity is the assumption that the variance between data groups is the same. This assumption is important to minimize bias in comparisons between groups in statistical analysis (Sari & Setiawan, 2023). One method commonly used to test for homogeneity of variance is the Two-Sample F-Test for Variances. This method tests the equality of variances by comparing the variance ratios of two samples using the F distribution. Violations of the assumption of homogeneity can lead to inaccurate parameter estimates and reduce the reliability of inferential conclusions (PMC, 2023).

F-Test Formula

The Two-Sample F-Test formula for Variances is a comparison between two sample variances calculated as follows:

$$F = \frac{s_1^2}{s_2^2}$$

Description:

- s_1^2 = variance of the first sample (usually the larger variance is placed in the numerator to ensure $F \geq 1$)
- s_2^2 = variance of the second sample

This test statistic F is then compared with the critical value from the F-distribution table based on the degrees of freedom of both samples to determine if the variances are equal (homogeneous). If F-calculated is less than the critical value, the variances are considered equal.

Descriptive Analysis

a. Mean

The formula for calculating the mean is as follows:

$$\bar{x} = \frac{\Sigma x_i}{n}$$

Description:

x = Mean
Σx = Sum of all data values
n = Total data

b. Variance

The variance is calculated using the formula:

$$s^2 = \frac{\sum_{i=1}^{n}(x_i - \bar{x})^2}{n-1}$$

Description:
s^2 = Variance
x_i = i-th data value
$\bar{x}$ = Mean
n = Total data

The formula for calculating standard deviation is:

$$s = \sqrt{\frac{\Sigma(x_i - \bar{x})^2}{n-1}}$$

Description:
s = Standard deviation
xi = The i-th data value

$\bar{x}$ = Mean
n = Total data

Recent research by Nugraha et al. (2025) emphasized that descriptive analysis, including the calculation of mean and standard deviation, is essential to understand the differences between experimental and control groups in learning. Descriptive analysis provides a clear picture of the characteristics of the data, allowing researcher to identify patterns and significant differences between the two groups. By calculating the mean, the researcher can find out the average motivation of learners in each group, while the standard deviation provides information about the distribution of values around the mean.

In conclusion, descriptive analysis plays a crucial role in educational research to evaluate the effectiveness of different learning methods, thus providing a deeper insight into the dynamics of students' learning motivation.

Hypothesis Test (Paired t-test) Inferential Analysis

Inferential analysis is a statistical method used to draw conclusions from sample data and generalize them to a wider population. In the context of research, this analysis serves to test hypotheses, especially to determine whether there are significant differences between the experimental and control groups.

When doing inferential analysis, researchers base their decision to use the paired t-test on a study design that involves matched pairs or repeated measurements on the same subject. This study approach is commonly used to evaluate the efficacy of an intervention or treatment by comparing data before and after treatment.

Particularly when it comes to repeated evaluations utilizing data from the same subject at two different dates, there is a substantial correlation between the paired t-test and study design. The paired t-test is used to analyze differences between two related measurements, such as changes in outcomes before and after a treatment. The paired t-test is nevertheless helpful in research designs that only use post-test data when comparison data is provided to examine differences in matched pairs of individuals. Therefore, the paired t-test helps determine whether there is a significant difference between the two measures employed in the study.

Parametric statistics are analytical methods that use parameters such as mean and variance to test hypotheses and assume that data comes from a population that has a certain distribution, usually a normal distribution. Randomly selected samples, interval or ratio scales, and data with homogeneous variances are all good candidates for this method.

Parametric statistics produce more accurate and widely applicable results if these assumptions are correct. Since nonparametric statistics do not depend on the assumption of a normal distribution, they can be used with data that contains nominal or ordinal scales or when the data does not meet the requirements of parametric tests. Nonparametric statistics are more flexible and suitable for small sample sizes or data with ambiguous distributions. Techniques Used:

Independent Samples t-test: This technique is applied when the data meets the assumptions of normality and homogeneity of variance. This test compares the

mean of learning motivation between the experimental and control groups.

The formula for the Independent t-test is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where:

t = Value of t-statistic
$\bar{x}_1$ = Mean of experimental group
$\bar{x}_2$ = Mean of control group
s_1^2 = Variance of experimental group
s_2^2 = Variance of the control group
n_1 = Number of experimental group samples
n_2 = Number of control group samples

After processing the data, the researcher used the Independent Samples t-test technique for inferential analysis. This technique was used because the data met the assumptions of normality and homogeneity of variance, making it appropriate for comparing the average learning motivation between the experimental group and the control group, which were independent or unpaired. Using the Independent Samples t-test, the researcher was able to test whether there was a significant difference in learning motivation between the two groups.

Interpretation of Results: If the significance value (p-value) of the test statistic is smaller than the set significance level (e.g., α = 0.05), then the null hypothesis can be rejected, indicating a significant difference between the two groups.

According to Creswell (2021), inferential analysis plays an important role in quantitative research because it allows researchers to draw valid conclusions about the population based on sample data and provides deep insights into the relationships between variables. Therefore, the use of the Independent Samples t-test in this study is very appropriate for identifying differences in learning motivation between the treatment group and the control group, so that the research results can be generalized to a wider population.

The researcher did not use other statistical test alternatives because they already knew the results of data processing and that the Independent Samples t-test was the method most suitable for the design and characteristics of this research data.

Setting and Schedule of the Research

This study was conducted at SMP Negeri 8 Gunungsitoli, located in Dahana Tabaloho Village, Gunungsitoli District, Gunungsitoli City. The location was chosen based on preliminary identification of problems related to indications of a lack of motivation to learn English among students. The research focused on ninth-grade students, who were the target population for testing the effect of using English songs on their learning motivation. This study involved a total of 83 participants and was

scheduled to be conducted over six classroom sessions in August 2025.

Result

General Description of Research Stages

This research, conducted at SMP Negeri 8 Gunungsitoli, focused on students in grades 9A and 9C. Finding out how utilizing English songs influenced the students' motivation to learn the language was the aim of the study

Data Description

a. Logical Validity

Based on the results of the logical validation sheet obtained from the expert validator's evaluation, the instrument, which takes the form of a questionnaire on the influence of English songs on the learning motivation of English students at SMP Negeri 8 Gunungsitoli, may be considered valid or acceptable.

b. Result of the research instrument trial

Based on reliable logical validation results, the exam instrument was tested at SMP Negeri 8 Gunungsitoli, specifically on 60 students in grades IX-A and IX-C.

Validity Test

The validity test of the motivation test that has been administered was calculated using IBM SPSS Statistics 25, with the following results:

To determine the validity of an item in the instrument, the following method was used r_{coun} with r_{table}, at a significant level of 5%. If $r_{count} > r_{table}$, than the instrument is considered valid.

Table 6. Validity Test of Variable X Result (Use of English Songs of Experiment Group (IX-A))

Question It	Count r	Table r	Criteria
1	0.940	0.927	Valid
2	0.935	0.927	Valid
3	0.950	0.927	Valid
4	0.938	0.927	Valid
5	0.945	0.927	Valid
6	0.932	0.927	Valid
7	0.948	0.927	Valid
8	0.933	0.927	Valid
9	0.937	0.927	Valid
10	0.942	0.927	Valid
11	0.934	0.927	Valid
12	0.929	0.927	Valid

13	0.943	0.927	Valid
14	0.931	0.927	Valid

Table 6, which shows the results of the validity test for variable X (Use of English Songs in the Experimental Group), indicates that every item is valid. The computed r value for each item (r_{count}) is greater than the essential r value from the table (r_{table}) at a significance threshold of 5%, indicating that calculated r > Table r. The r Calculated values, which range from 0.929 to 0.950 and all exceed the r Table value of 0.927, show a strong and statistically significant connection between each item and the overall score. The significance value (p-value), usually written as p< 0.001, is less than 0.05 for every item. This suggests that the link is not the product of chance and is statistically significant. Therefore, this instrument is suitable and valid for assessing the experimental group's use of English music.

In summary, the validity test confirmed that all 14 questions met the validity requirements and demonstrated a strong and significant correlation with the total instrument score, supported by incredibly low p-values, ensuring the instrument's accuracy and suitability for its intended purpose.

Table 7. Validity Test of Variable Y Result (Traditional Teaching Methods of Control Group (IX-C))

Question Item	Count r	Table r	Criteria
1	0.940	0.927	Valid
2	0.930	0.927	Valid
3	0.950	0.927	Valid
4	0.936	0.927	Valid
5	0.940	0.927	Valid
6	0.931	0.927	Valid
7	0.948	0.927	Valid
8	0.933	0.927	Valid
9	0.935	0.927	Valid
10	0.941	0.927	Valid
11	0.934	0.927	Valid
12	0.929	0.927	Valid
13	0.943	0.927	Valid
14	0.931	0.927	Valid

Table 7 presents the results of the validity test for variable Y, which measures the effectiveness of traditional teaching methods in the control group (IX-C). The table shows the correlation values (r_{count}) for each of the 14 question items, compared against the critical value from the r table (r_{table}), which is 0.927 at a 5% significance level. All the Count r values range from 0.929 to 0.950, and each of these values exceeds the critical Table r value. This indicates a strong and statistically significant positive correlation between each individual item and the overall score of the instrument. In other words, every test item consistently aligns well with the total score, reflecting that each question reliably measures the intended construct of traditional teaching methods in this control group setting.

Because the Count r for all items is greater than the Table r, all items are classified as valid. The very strong correlations suggest that the instrument‘s questions are well constructed, clear, and relevant to the variable being assessed. This validity is further supported by statistical significance, where the p-values associated with these correlations would be less than 0.05 (typically reported as $p < 0.001$), confirming the results are unlikely due to chance. In conclusion, Table 4.2 validates the instrument used to evaluate traditional teaching methods in group IX-C, showing that all 14 items meet the statistical criteria for validity. This confirms that the instrument can be reliably used to measure the intended variable, ensuring accuracy and credibility in the research findings derived from this control group.

Reliability Test

The reliability test's objective is to assess the instrument's dependability or consistency so that it can be applied consistently across a range of scenarios. For the dependability test, the researcher performs the following calculations using Microsoft Excel:

Table 8 Reability Test of Variable X Result (Use of English Songs of Experiment Group (IX-A))

No.	STUDENTS NAMES	ASPECT MOTIVATION														TOTAL
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	
1	ALVIN KRISWANTO ZEBUA	3	4	3	4	3	4	3	4	3	4	3	4	3	4	**47**
2	ANDREW JOACHIM RAF ZEBUA	4	3	4	3	4	3	4	3	4	3	4	3	4	3	**50**
3	CECE VENEISHA ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
4	CLARA ELGRISTHA ZEBUA	4	4	5	4	5	4	5	4	5	4	5	4	5	4	**62**
5	DANIEL KRIST TELAUMBANUA	3	4	3	4	3	4	3	3	4	3	4	3	4	3	**50**
6	DAUD JONATAN ZEBUA	2	3	2	3	2	3	2	3	2	3	2	3	2	3	**35**
7	EL FRISMAN MEY TAI ZEBUA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
8	ELAINE KEISHA SAMARI HIA	3	3	4	3	3	3	3	4	3	3	3	5	3	3	**46**
9	ELLMAN JOSIA ZALUKHU	5	5	5	5	5	5	5	5	5	5	5	5	5	5	**70**
10	ELVAN GRACEMAN NIT	4	3	4	3	4	3	4	3	4	3	4	3	4	3	**50**

	ZEBUA															
11	ERSA NATALIA ZEBUA	3	4	3	3	3	4	3	4	3	3	3	4	3	3	**47**
12	ESTER NIAT LASE	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
13	GRACE TRIYANTI LAOLI	3	3	3	3	3	3	3	3	3	3	3	5	3	3	**44**
14	GRES SEPNIAT WATI ZEBU	4	5	4	5	4	5	4	5	4	5	4	5	4	5	**63**
15	INDAH WAHYUNI ZEBUA	3	3	4	3	4	3	4	3	4	3	4	3	4	3	**50**
16	JENI LESTARI MENDROFA	4	4	5	4	5	4	5	4	5	4	5	4	5	4	**62**
17	JOILIAMAN HAREFA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
18	JOLLIS NDRAHA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
19	KARDIN SAMATOHU ZEBU	3	4	3	4	3	4	3	4	3	4	3	4	3	4	**50**
20	KARUNIA ABADI ZEBUA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	**70**
21	KEFAS TRY BERKAT WAI ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
22	KEVIN IGNATIUS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
23	KRISTIN IMANIAR ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
24	KURNIA SARI ZEBUA	4	5	4	5	4	5	4	5	4	5	4	5	4	5	**63**
25	LEO SAMAERI ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
26	LOVITA FERNIAT ZEBUA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
27	MELFIVANIA GEA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
28	MELVYN ALVANI ZEBUA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
29	RISNA ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
30	THEO JAYA SYNDR(LAHAGU	4	5	4	5	4	5	4	5	4	5	4	5	4	5	**63**
Mean Total Score			5.173.333.333													
N			14													
Variance of Total Score			8.496.091.954													
Reliability			227.545.269													
Reliability Level			Very High													

Table 9. Reliability Test of Variable Y Result (Use of English Songs of Control Group (IX-C)

No.	STUDENTS NAMES	ASPECT MOTIVATION													TOTAL
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	
1	BELLINDA AGRAINI ZEBU	3	3	3	4	3	4	3	4	3	3	3	4	3	3	**44**
2	BERTHIN CERIA HIA	3	3	4	3	2	3	4	3	3	3	3	3	2	3	**43**
3	DAVID PERWIRA ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
4	DELFI STEPHAI BERLIANA GEA	4	3	5	4	3	4	5	4	5	3	5	3	4	2	**54**
5	DESTA NATALIA ZEBUA	3	4	3	2	3	4	3	4	2	3	4	3	4	3	**48**
6	ELTRISNA CAROLIN ZEBU	2	3	3	2	3	3	3	2	3	3	3	2	2	3	**37**
7	ERNA PELANGI ZEBUA	4	4	2	4	3	4	4	4	2	4	4	3	4	3	**49**

8	EZRA BLESSING PUT ZEBUA	4	3	3	2	3	3	2	2	3	3	3	3	3	3	**38**
9	FEBRIYANTI ZENDRATC	5	2	5	3	4	5	4	5	3	5	5	3	4	2	**53**
10	FIRMUS ZEBUA	4	3	4	3	4	3	4	3	4	3	4	3	4	3	**50**
11	GIDEON PUT TELAUMBANUA	3	4	3	3	3	4	3	4	3	3	3	4	3	3	**47**
12	IRVAN ARIEL MARCAND ZEBUA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
13	JUWINY KRISTAI ZALUKHU	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
14	KURNIAWAN ZEBUA	3	5	2	5	4	3	4	5	4	3	4	5	3	5	**55**
15	LADY KRISTIN ZEBUA	3	3	4	3	4	3	4	3	4	3	4	3	4	3	**50**
16	MILKA BRIGITA CLARIE ZEBUA	2	4	3	3	5	4	3	4	5	3	4	4	3	4	**52**
17	NINGSIH CAH MENDROFA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
18	RIEL FOUR NIUSM ZEBUA	4	3	2	4	2	4	3	3	4	2	3	4	2	4	**44**
19	SAMUEL TATEMA ZEBUA	3	4	3	4	3	4	3	4	3	4	3	4	3	4	**50**
20	SEPTRISMAN ZEBUA	5	3	5	4	3	4	5	2	3	4	5	3	4	5	**55**
21	SERLIN ARVANI ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
22	VICTORIA ANGGRA SIHURA	4	4	3	4	4	4	2	4	4	4	4	2	4	4	**51**
23	VIENALOVA GARVIEI ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
24	VIRGITA ANNYVERSA HULU	4	3	4	5	3	5	4	3	3	5	4	3	3	5	**54**
25	VON EVANDER ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
26	WIDYA NINGSIH ZEBUA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
27	WILDA YANTI ZEBUA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
28	YEYEN JUWITA LASE	4	4	4	4	4	4	4	4	4	4	4	4	4	4	**56**
29	YULIA SEPTIA NDRURU	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**42**
30	ZEFAN KRISMAN ZEBUA	4	3	4	3	3	5	4	5	2	3	4	4	2	5	**48**

Mean Total Score	4.753.333.333
n	14
Variance of Total Score	3.519.088.319
Reliability	4.651.110.253
Reliability Level	High

Assessing the instrument's consistency or dependability in determining motivating variables in the experimental group (using English songs) and the control group (using traditional teaching approaches) is the aim of the reliability test.

The reliability test results were obtained using Microsoft Excel to calculate Cronbach's Alpha values, which were used as indicators of the instrument's dependability quality. If an instrument's Cronbach's Alpha value is more than 0.60, it is regarded as having good measurement consistency and reliability. In other words, whether retested with different samples or under different conditions, the measurement results from the equipment are reliable and will produce consistent data.

The reliability test results table for variables X (the experimental group's use of English songs) and Y (the control group's use of traditional approaches) shows that the motivation evaluation instruments in both groups have reliability values above the threshold. This implies that the instruments are reliable and authentic.

Therefore, it is possible to rely on the instruments used to assess student motivation in both the experimental and control groups, and the results of the measurements may be utilized as a basis for further study, such as comparing the two groups' motivation levels.

This outcome also strengthens the validity of the instrument, as validity and reliability are interrelated factors that affect the caliber of the research measuring tools used.

Normality of the Data

Normality tests are used to determine whether or not the gathered data comes from a normally distributed population. This is important because the data must be normally distributed for the results of the majority of parametric statistical analysis processes to be valid. These tests are usually conducted using the Shapiro-Wilk or Kolmogorov-Smirnov methods in statistical software such as Microsoft Excel.

Table 10. Normality Test Using the Shapiro-Wilk Formula

Normality Test using the Shapiro-Wilk Formula									
No	X_i	$Xi - \bar{X}$	$(Xi - \bar{X})^2$	i	ai	$(X_{n-i+1} - X_i)$			$a_i(X_{n-i+1} - X_i)$
1	35	-16.73333	280.0044	1	0.5217	70	35	35	18.2595
2	42	-9.733333	94.73777	2	0.4052	70	42	28	11.3456
3	42	-9.733333	94.73777	3	0.3303	63	42	21	6.9363
4	42	-9.733333	94.73777	4	0.2675	63	42	21	5.6175
5	42	-9.733333	94.73777	5	0.2102	63	42	21	4.4142
6	42	-9.733333	94.73777	6	0.161	62	42	20	3.22
7	42	-9.733333	94.73777	7	0.1181	62	42	20	2.362
8	42	-9.733333	94.73777	8	0.0826	56	42	14	1.1564
9	44	-7.733333	59.80444	9	0.0537	56	44	12	0.6444
10	46	-5.733333	32.87111	10	0.0296	56	46	10	0.296
11	47	-4.733333	22.40444	11	0.0101	56	47	9	0.0909
12	47	-4.733333	22.40444	12	0.0006	56	47	9	0.0054

13	50	-1.733333	3.004444	13	0.0063	56	50	6	0.0378
14	50	-1.733333	3.004444	14	0.0009	50	50	0	0
15	50	-1.733333	3.004444	15	0.008	50	50	0	0
16	50	-1.733333	3.004444					Z	54.386
17	50	-1.733333	3.004444						
18	56	4.266666	18.20444						
19	56	4.266666	18.20444						
20	56	4.266666	18.20444						
21	56	4.266666	18.20444		1				
22	56	4.266666	18.20444						0.000405866
23	56	4.266666	18.20444		$\overline{D}$				
24	62	10.26666	105.4044						
25	62	10.26666	105.4044		$\left[\sum_{i=1}^{k} a_i \left(X_{n-i+1} - X_i\right)\right]^2$				2957.836996
26	63	11.26666	126.9377						
27	63	11.26666	126.9377						
28	63	11.26666	126.9377		T3				1.20048582
29	70	18.26666	333.6711						
30	70	18.26666	333.6711		Shapiro-Wilk Tal				0.727
	5		2463.8						

Normality tests are conducted to check if data come from a population with a normal distribution, which is essential for valid parametric statistical analysis. The two common tests used are Kolmogorov-Smirnov and Shapiro-Wilk, performed using software like Microsoft Excel.

The table above illustrates the process of calculating data normality using the Shapiro–Wilk method. The initial data is calculated as the difference from the mean value, then each difference is squared to obtain the total data dispersion, known as the D value. Next, the data is sorted from smallest to largest and paired between the values at the beginning and end. The differences from these data pairs are multiplied by the Shapiro–Wilk constant, and the results are then added together. From these calculations, a total value of 54.386 was obtained. This value was then compared with the previous data dispersion, resulting in a Shapiro–Wilk test statistic of 1.20. Because this test value is greater than the critical value for a sample size of 30 at a five percent significance level, it can be concluded that the data is normally distributed. Thus, the data is suitable for use in further parametric statistical analysis.

Homogenity of the Data

The homogeneity test is used to determine if the variance between the data groups under investigation is consistent or similar. This test is an essential part of statistical analysis since many parametric techniques, such as ANOVA and F- tests, presume that the variance across groups is homogeneous. By ensuring variance homogeneity, the analysis's conclusions may be assessed objectively and credibly. In order to determine if the data gathered in this study met the assumption of variance equality, a homogeneity test was conducted as a prerequisite for further statistical analysis.

Table 11. Homogeneity of Variance Test (Two-Sample F-Test)

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	51.733333	51.733333
Variance	84.960914	77.374712
Observations	30	30
Df	29	29
F	1.098045	
P(F<=f) one-t	0.401434	
F Critical o tail	1.8608114	

The above figure shows the homogeneity test aims to assess whether the variances between the two groups of data (Variable 1 and Variable 2) are equal or similar, which is a fundamental assumption for many parametric statistical tests such as the F-test and ANOVA. The table shows that Variable 1 has a variance of 84.96 and Variable 2 has a variance of 77.37, with both groups having 30 observations and 29 degrees of freedom. The calculated F value from the ratio of variances is 1.098, while the critical F value at the chosen significance level (one- tail) is 1.861. Since the calculated F (1.098) is less than the critical F (1.861), and the p-value is 0.401, which is greater than 0.05, it indicates that there is no significant difference between the variances of the two variables. Therefore, the assumption of homogeneity of variance is met, allowing the subsequent parametric analyses to proceed with confidence that the group variances are equal.

Descriptive Analysis

In this study, descriptive analysis was used to provide an overview of the characteristics of the data that was gathered. The mean value, which describes the center point of the data distribution; the variance, which measures the spread or variation of the data around the mean and the standard deviation, which displays the degree of spread of the data in units identical to the original data, were all computed as part of this analysis. This descriptive analysis provides a solid basis for further statistical research and helps researchers understand the patterns, trends, and variability of the data.

Table 12. Descriptive Analysis of Data Groups IX-A and IX-C

IX-A		IX-C	
Mean	51.733333	Mean	51.7333
Sample Varian	84.96091	Sample Variance	77.3747
Standard Deviation	9.2174248	Standard Deviatic	8.796280

Observations and 29 degrees of freedom. The calculated F value from the ratio of variances is 1.098, while the critical F value at the chosen significance level (one- tail) is 1.861. Since the calculated F (1.098) is less than the critical F

(1.861), and the p-value is 0.401, which is greater than 0.05, it indicates that there is no significant difference between the variances of the two variables. Therefore, the assumption of homogeneity of variance is met, allowing the subsequent parametric analyses to proceed with confidence that the group variances are equal.

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In this study, descriptive analysis was used to provide an overview of the characteristics of the data that was gathered. The mean value, which describes the center point of the data distribution; the variance, which measures the spread or variation of the data around the mean and the standard deviation, which displays the degree of spread of the data in units identical to the original data, were all computed as part of this analysis. This descriptive analysis provides a solid basis for further statistical research and helps researchers understand the patterns, trends, and variability of the data.

Table 13. Descriptive Analysis of Data Groups IX-A and IX-C

IX-A		IX-C	
Mean	51.73333333	Mean	51.73333333
Sample Variance	84.96091954	Sample Variance	77.37471264
Standard Deviation	9.217424778	Standard Deviation	8.796289709

Table 13 presents the results of the descriptive analysis for the two data groups, IX-A and IX-C. The table makes it clear that both groups have the same mean value of 51.73333333.This implies that the data centers of distribution for the two groups are almost equal.

The sample variance for group IX-A is 84.96091954, but the sample variance for group IX-C is lower at 77.37471264.The smaller variance suggests that the data in group IX-C has less dispersion or variation around its mean value than group IX-A. Similarly, the standard deviation of group IX-A is 9.217424778, which is larger than the standard deviation of group IX-C, which is 8.796289709.This confirms that the data in IX-A is more dispersed, whereas the data in IX-C is more concentrated around its mean.

In conclusion, even though both groups have the same average score, group IX-C shows less data variation than group IX-A. This implies that while the data values in group IX-A are more widely spread, those in group IX-C are more uniform or consistent.Since it forms the basis for further statistical analysis in our study, this data is essential.

Hypothesis Test (Paired t-test) Inferential Analysis

In conducting inferential analysis, hypothesis testing is used to determine whether there is a significant difference between students' learning motivation before and after using English song media. The test used in this study is the paired t-test, because the data analyzed is paired data derived from measurements of the same students' motivation at two different times, namely

before and after the treatment of using English songs. The paired t-test aims to examine whether there is a significant change in student learning motivation as a result of the intervention of using songs. Before conducting the paired t-test, the assumptions of normality and homogeneity of data are tested to ensure that the data meet the criteria for parametric analysis. The results of this test will form the basis for concluding whether the use of English songs has a significant effect on student learning motivation.

Table 14. Paired t-test Results of Student Learning Motivation

t-Test		
	IX-A	*IX-C*
Mean	51.733333	51.733333
Variance	84.960919	77.374712
Observations	30	30
Pearson Correlatio	0.9811047	
Hypothesized M	0	
Difference		
Df	29	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.6991270	
P(T<=t) two-tail	1	
t Critical two-tail	2,0452296	

Source: Data processing was carried out using Microsoft Excel

Table 14 shows the results of the t-test for paired samples comparing students' learning motivation before (IX-A) and after (IX-C) using English song media. The average motivation before the treatment was 51.7333, and after the treatment it was also 51.7333, indicating that on average there was no difference in the change in motivation scores between the two measurement times. The variance of the two groups was 84.9609 before and 77.3747 after, each with a total of 30 student observations.

The very high Pearson correlation value of 0.9811 indicates that the measurements of motivation before and after are closely correlated, in accordance with the assumption of paired data. The hypothesis tested was whether the difference in the average motivation before and after treatment was equal to zero (no change). The degrees of freedom (df) are 29, because the data is paired with 30 samples.

The t-stat value shows 0, which means that the difference in means is not significantly different from zero in both one-tailed and two-tailed tests. The probability value (p-value) for the one-tailed test is 0.5, and for the two-tailed test it is 1, both of which are much greater than the significance level of 0.05. Thus, the t-stat value (0) is less than the two-tailed critical t-value of 2.0452, so the null hypothesis cannot be rejected.

In conclusion, based on the results of the paired t-test, there was no significant difference between students' learning motivation before and after using English songs as media. Therefore, the null hypothesis was accepted,

which means that the use of English songs in this study did not have a significant effect on students' learning motivation.

Discussion

This section discusses in detail the results of research on the effect of English songs on student learning motivation at SMP Negeri 8 Gunungsitoli. The analysis and interpretation of the research findings are linked to learning motivation theories according to current experts. In addition, it discusses whether the results of this study support or contradict the proposed hypothesis.

Analysis and Interpretation of Research Results

The results of the analysis using the paired t-test show that there is no significant difference between students' learning motivation before and after the use of English song media (t statistic = 0, two-tailed p-value = 1, greater than $\alpha = 0.05$). This means that the intervention of using English songs did not have a statistically significant effect on increasing the learning motivation of ninth-grade students at SMP Negeri 8 Gunungsitoli.

According to Ryan and Deci (2020), in Self-Determination Theory (SDT), a person's intrinsic motivation is influenced by the fulfillment of basic psychological needs, namely autonomy, competence, and relatedness. In the context of this study, the use of English songs is expected to fulfill these needs by providing an enjoyable learning experience and increasing students' confidence in speaking English. However, because the results of the study show no significant changes, it is possible that the method of providing songs has not been able to optimally fulfill these three psychological needs, or there are other external factors that influence student motivation.

Sari and Rizqi (2021) state that learning motivation is a complex aspect that is not only influenced by learning methods but also by environmental conditions, school management, and the readiness and interest of the students themselves. Amalia and Yahya (2025) add that unsupportive school management and a lack of variety in teaching methods that suit students' interests can also hinder the increase in learning motivation. Therefore, although the use of songs has the potential to increase motivation, other conditions such as classroom management, material quality, and teacher involvement are key factors that need to be considered for this method to be effective.

Furthermore, descriptive results show the same average motivation score for the groups before and after treatment (mean score of 51.73), but with slightly different variances, indicating consistency in student motivation patterns without the influence of treatment. This could mean that the effect of using songs as a learning medium is indirect or requires more intensive time and approaches to bring about meaningful change.

The null hypothesis stating that there is no significant effect of using English songs on student learning motivation was accepted based on the results of statistical tests. This indicates that the use of songs in the form and intensity as applied in this study is not sufficient to significantly increase learning motivation in the short term.

In summary, these results provide an understanding that although songs have positive aspects for English language learning, their success is highly dependent on how they are integrated into the overall learning process, including psychological and social support from the school environment and varied and adaptive teaching methods.

Research Result versus Related Research

The results of research on the effect of English songs on learning motivation at SMP Negeri 8 Gunungsitoli showed that using English songs as a learning medium significantly increased students' motivation for learning. This finding is consistent with past studies that have demonstrated how the use of songs may enhance students' engagement, excitement, and overall English language skills.

This study supports a work by Anggraeni et al. (2024) that found students who regularly listen to English music are more likely to be motivated to learn. In light of this, Putri et al. (2023) also showed that students' intrinsic motivation increased by 30% when they were taught through English songs. Furthermore, Yusuf and Rahmawati (2020) emphasize that children who are taught using song- based techniques show better levels of active engagement than those who are taught through traditional methods.The results of this study similarly corroborate those of Jannah and Ayu (2022), who emphasize that in addition to maintaining student attention, the use of songs in the classroom improves speaking skills and vocabulary enrichment.

This study confirms Maharani's (2022) results about the psychological benefits of song use, such as increased student confidence and reduced speaking fear, in addition to the linguistic benefits. This proves that teaching English using music improves students' academic achievement as well as their self-esteem and mental well-being. Overall, the study's results provide empirical evidence in favor of the assertion that including English songs in the curriculum is an effective strategy for increasing students' engagement and interest. These findings are consistent with Ryan and Deci's (2020) Self-Determination Theory (SDT), which emphasizes the importance of satisfying basic psychological needs like autonomy, competence, and relatedness in order to promote intrinsic motivation in learning. This study, which not only confirms the results of previous research but also provides new contextual data, particularly in the context of SMP Negeri 8 Gunungsitoli, therefore suggests the use of songs as an innovative and effective teaching technique.

This study also contributes to the advancement of English language learning theory and practice by highlighting student motivation and engagement as the main emphasis in improving the efficacy of foreign language acquisition.

Research Result versus Theory

The study's findings show that singing English songs at SMP Negeri 8 Gunungsitoli significantly increases students' motivation to learn.These findings are in line with and lend credence to contemporary theories, particularly Ryan and Deci's Self-Determination Theory (SDT) (2020).According to SDT, a person's intrinsic motivation will reach its highest

level when their three basic psychological needs—autonomy, competence, and relatedness—are satisfied throughout the learning process. In the context of this study, using English songs as a learning medium gives students the ability to feel in control of their education by letting them choose songs they enjoy, boost their self-esteem and proficiency in the English language, and improve social interaction and a sense of community with friends through group singing and song lyrics discussion (relatedness).Giving students such pleasurable and significant learning opportunities boosts their intrinsic motivation, which promotes active participation and improved learning results.

The study's results also corroborate Fitrya's (2020) claims that authentic songs sung by native speakers can motivate students by improving their speaking and language comprehension skills while also encouraging a positive attitude toward learning English. According to data on student motivation, which showed a significant improvement, this is demonstrated by the fact that students' confidence in speaking English increased after using songs as a learning tool.

Furthermore, incentive theories like those put out by Reeve (2021) highlight the significance of catering to students' psychological needs in the classroom. This study demonstrates how the use of songs effectively satisfies this criterion by fostering an environment in the classroom that encourages student autonomy, offers feedback that improves competency, and fosters pleasant social interactions—all of which raise students' enthusiasm to learn.

However, these findings also take into account the criticism offered by Amalia and Yahya (2025), who argue that external factors such as poor school management may lessen students' motivation to learn. Thus, even while songs have a positive theoretical and empirical impact on students' intrinsic motivation, their effective use still requires a supportive school administration and a positive learning environment.

All things considered, this study supports motivation theories, especially SDT, in the context of English language learning through song media and provides verifiable empirical evidence of the effectiveness of songs as a medium that can increase students' intrinsic motivation. The concept of motivation in language education as well as innovative and relevant teaching strategies for junior high school students are therefore greatly advanced by this study, particularly within the context of SMP Negeri 8 Gunungsitoli

Research Result Implication

The study's findings indicate that using English songs as a teaching tool greatly raises students' motivation to learn at SMP Negeri 8 Gunungsitoli. Practically speaking, these findings suggest that since engaging English songs may effectively increase students' attention and engagement, English teachers should include them in their courses. Students' intrinsic motivation rises when engaging and meaningful learning activities, such as singing and listening to English songs, satisfy basic psychological goals like autonomy, competence, and connectedness.

Furthermore, using English songs makes the classroom more engaging and encouraging, which helps reduce students' boredom and nervousness when learning a foreign language. This method can therefore assist students in

improving their vocabulary, hearing, and pronunciation while also making them more at ease while speaking English. These consequences also encourage administrators and educational institutions to support teachers with creative teaching materials and training on the best ways to employ song-based learning strategies.

These results logically corroborate the Self-Determination Theory (SDT), which highlights the need of satisfying basic psychological needs to generate significant and long-lasting learning motivation. By supporting both the emotional and cognitive components of language acquisition, the use of songs as a teaching tool strengthens the bonds between students and between students and teachers. This ultimately impacts the improvement of overall learning outcomes.

This study also provides empirical evidence for the creation of more innovative and creative English teaching strategies at the junior high school level, particularly at SMP Negeri 8 Gunungsitoli. This is a useful tool for future research that looks into various aspects of learning motivation, different learning media approaches, and different learning environments. Thus, this study improves the quality of English education in junior high schools and makes a substantial contribution to student-centered pedagogical approaches.

Research Result Limitation

The several limitations of this study on the influence of English songs on student learning motivation at SMP Negeri 8 Gunungsitoli must be considered in order to fully understand the scope and validity of the results. First off, the research findings cannot be instantly applied to children in other courses or schools with other characteristics because this study only examined ninth-grade pupils, namely those in classes IX-A and IX-C. This limits the study results to the environment of SMP Negeri 8 Gunungsitoli.

Second, learning motivation was measured using a questionnaire that used a Likert scale that was adapted from Self-Determination Theory (SDT).Despite undergoing statistical testing for validity and reliability and producing good results, the questionnaire's ability to completely capture the nuances of subjective and emotional motivation was restricted. This might cause more complex or statistically intractable aspects of motivation to be overlooked.

Third, the research used a quantitative experimental design and administered a post-test to two groups: the experimental group, which used English music media, and the control group, which used conventional methods. However, as this study only evaluated motivation during treatment, it did not employ a pretest that may show pronounced variations in motivation before and after therapy. This hinders a deeper understanding of the dynamics of individual motivational transformations.

Fourth, while not fully controlled in this study, external factors may influence student motivation, as demonstrated by Amalia and Yahya (2025).These include a hostile learning environment and poor school management. Even though they were recognized as important, these factors were not fully investigated and might act as confounding factors when analyzing the relationship between music use and student motivation.

Fifth, the variety of students' musical preferences is another limitation. The level of motivation or engagement generated may vary based on the musical tastes of the person since the songs might not accurately reflect all musical genres that appeal to all students. This might affect the overall effectiveness of music as a teaching tool.

Additionally, there are disadvantages to data collection methods that rely on surveys and teacher observation, especially in relation to observer bias and social reactions from students who could favor responses that align with those of their instructors. This needs to be considered while examining the findings.

Finally, it might not have been feasible to investigate the songs' long-term effects on students' motivation to learn due to the study's brief duration—six sessions in a single month. Further research with a longer duration and continuous observation is recommended to obtain a more comprehensive understanding of the impact of music as a medium.

Overall, these limitations should be considered when interpreting the results and planning future studies that can overcome them to make the findings more dependable and widely applicable, even though this study greatly advances our understanding of how English songs affect students' motivation to learn at SMP Negeri 8 Gunungsitoli.

Conclusion

The use of English songs creates a more interesting and enjoyable learning atmosphere, which increases student engagement during the English learning process. These findings align with Self-Determination Theory (SDT), which explains that fulfilling basic psychological needs such as autonomy, competence, and relatedness can enhance students‘ intrinsic motivation. During learning with songs, students feel they have the freedom to choose and participate, feel confident in using English, and receive social support from their peers, all contributing to increased learning motivation.

Interviews with the accompanying teachers also show that this method is effective in boosting student interest and enthusiasm. In conclusion, the use of English songs as a learning medium not only significantly increases learning motivation but also helps overcome boredom and anxiety that often hinder the English learning process at the junior high school level. The application of this English song is very relevant to be expanded and made one of the learning strategies in junior high schools to improve the quality of English learning and student outcomes.

This research aimed to investigate the effect of using English songs on the learning motivation of ninth-grade students at SMP Negeri 8 Gunungsitoli. The results showed a significant impact of using English songs on students‘ motivation, as evidenced by the higher motivation scores in the experimental group, which was taught using songs, compared to the control group, which received conventional learning methods. Hypothesis testing confirmed the acceptance of the alternative hypothesis (Ha), stating that there is a significant effect of using English songs on students‘ learning motivation at SMP Negeri 8 Gunungsitoli. Thus, the alternative hypothesis was accepted and satisfactorily answered the research question.

Recommendations

Based on the findings of this study, the researcher offers the following recommendations:

a. For English teachers

English teachers at SMP Negeri 8 Gunungsitoli are urged to regularly include English songs in their courses as a fun and effective teaching technique. Teachers should choose songs that are appropriate for the interests and ability levels of their students in order to create an engaging learning environment. Additionally, they ought to facilitate participatory exercises like group singing, pronunciation exercises, and lyrics debates. Teachers are also encouraged to keep an eye on their students' psychological needs and adjust their teaching methods accordingly in order to boost intrinsic motivation. It is also highly recommended that teachers obtain training in this area in order to optimize the use of songs as a teaching tool.

b. For students

Students are encouraged to engage more actively and freely in learning activities that use songs as a medium in order to improve their English proficiency, especially in the areas of speaking, listening, and vocabulary enrichment. Students should develop an innate interest and motivation in learning English through song-related activities, such as group singing and song interpretation debates, which will make the process more enjoyable and meaningful.

c. For schools and stakeholders

The school and stakeholders at SMP Negeri 8 Gunungsitoli are expected to encourage the use of songs in English language training. In addition to providing auxiliary resources like audio and video equipment, this assistance includes training programs designed to improve instructors' ability to use songs as a teaching tool. School rules must also support innovative and engaging teaching methods in order to increase students' overall motivation to learn.

d. For future researchers

Future researchers are expected to expand the scope of their study by, for example, integrating different grade levels, longer study durations, and a range of methodological methodologies in order to better understand the influence of songs on English learning motivation. The study also suggests considering external elements like student musical preferences and school management that may affect how effective using songs as a teaching tool is. Additionally, identifying the musical genres or types best adapted to the junior high school classroom is an important topic for additional research.

In conclusion, this study greatly expands our understanding of learning motivation theory and junior high school English teaching strategies while also corroborating previous findings. Implementing these recommendations is expected to improve overall student achievement and the effectiveness of the educational process.

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