

SKRIPSI FITRIANI Bahasa Inggris.pdf

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INTRODUCTION

A. Background of the Problem

Language plays a very important role in the communication process and has a significant contribution in the fields of education, social interaction, and global participation. In the era of globalization, every individual has the opportunity to improve their language skills through education. One of the skills that needs to be developed is English language proficiency. As the world becomes increasingly connected, English has functioned as a global language that is widely used in various fields, such as communication, education, trade, and media (Maharani, 2025: 1). Therefore, students need to improve their English language skills in order to be able to communicate and participate actively in a global environment. English as an international language has been designated as a compulsory subject in schools in Indonesia (Zulfikar et al., 2019: 1). In addition, government regulations require secondary schools and universities to include English as a compulsory subject in their curriculum.

In English language learning, students are required to master four main language skills, namely listening, speaking, reading, and writing. However, there are still a number of students who consider English to be a difficult subject. There are several factors that cause English language learning to be perceived as difficult by students, including differences in structure between their native language and English, an environment that does not support the

use of English, limited application of English in everyday life, low motivation or interest in learning, and the use of teaching methods that are ineffective or tend to be monotonous (Fatonah, 2024: 96-97). These conditions require teachers to apply creative and varied learning strategies in order to ⁷⁵ increase students' interest and involvement in the English learning process.

In the process, many teachers apply various learning media that are interesting for students during learning activities. One of the media used ⁸⁵ is the use of English songs in the learning process. Songs serve as effective instructional media in English language learning as they are capable of increasing students' motivation to learn (Sophya, 2013 in Zahari & Ananda, 2024: 835). Song-based learning has been proven ³ to increase student engagement, reduce boredom, and create a more student-centered classroom atmosphere (Kusuma & Wahyuni, 2025: 126). A comfortable and non-intimidating classroom atmosphere can help students feel more relaxed ¹⁹ in their learning. The use of English songs also helps students enjoy and understand the learning material better (Linia et al., 2025: 14213). Thus, the English learning process becomes more interesting and enjoyable without causing pressure.

In relation to this, not all students showed a positive response during the learning process. One aspect that needs to be considered is the attitude of the students themselves, namely whether they enjoyed the English song-based learning applied in the classroom or not. Attitude is an individual's behavioral tendency that develops based on perception and environmental influences

(Bangkok et al., 2019: 2). The attitude shown by students arises from within themselves, where the response given reflects the level of interest in the learning media used (Iqbal et al., 2023: 93). Therefore, students who have a positive attitude tend ¹³ to be more active and involved in the learning process. Conversely, students with negative attitudes will show a lack of interest, lack of focus during learning, easily get bored, and have difficulty understanding the material presented. This condition certainly affects whether or not the English learning objectives are achieved. Thus, student attitudes in the English learning process in the classroom need special attention.

At SMAN 1 Tembilahan, based on teaching practice (PPL) and classroom observation, it was found that an English teacher played popular English songs, such as “Count on Me” by Bruno Mars, “Perfect” by Ed Sheeren, and “A Thousand Years” by Christina Perri, while students were taking notes or completing assignments. This practice aimed to reduce tension, minimize boredom, and ¹³ create a more comfortable learning atmosphere. In comfortable conditions, students tend to be able to complete tasks more effectively. However, not all students responded the same way to this media. Some students considered playing songs useful during learning, while others felt that the songs were distracting or unnecessary.

Based on this phenomenon, researcher are interested in conducting a study entitled “Examining ² Students' Attitudes toward the Use of English Songs in Learning English among Eleventh-Grade Students at SMAN 1 Tembilahan.” Understanding students' attitudes toward learning English

10 using English songs as a media is important because these attitudes can affect the effectiveness of the learning process. In addition, 21 the results of this study are expected to help teachers design and implement more effective learning strategies. If students show 38 a positive attitude towards the use of English songs, teachers can consider integrating this media more optimally as part of their teaching approach in the classroom.

4 B. Identification of the Problem

Based on the background above, the researcher identifies the following problems to be investigated in this research:

1. Students demonstrate varied attitudes toward 67 the use of English songs in learning English.
2. Students' attitudes toward the use of English songs in learning English are not yet clearly identified.

4 C. Limitation of the Problem

This study is limited to the attitudes of students taught by English teacher who apply 15 the use of English songs in the learning process. This study only involves eleventh grade students at SMAN 1 Tembilahan who have directly experienced the application of this 10 media in the classroom. The focus of the study 12 is directed at students' attitudes toward the use of English songs in English language learning in the classroom concerned.

D. Research Question

How are students' ⁸²cognitive, affective, and conative attitudes ²toward the use of English songs in learning English at SMAN 1 Tembilahan?

E. Objective of the Research

The purpose ⁴of this study is to describe students' cognitive, affective, and conative attitudes toward the use of English songs in learning English at SMAN 1 Tembilahan.

F. Significance of the Research

1. For Teachers

This study is expected to provide insight for English teachers regarding students' attitudes toward ⁷the use of English songs in the learning ⁸process. The results of this study may serve as a reference for teachers in selecting and implementing appropriate instructional strategies to enhance students' learning in the classroom.

2. For Students

This study is expected to help students understand the benefits ¹⁵of using English songs in English language learning. In addition, ⁵¹this study can encourage students to be more actively involved during the learning process.

3. For Readers

This study is expected to increase readers' knowledge and understanding ²of the use of English songs as a learning media and its relationship to students' attitudes in English learning.

4. For Other Researchers³²

This study is expected to be a reference or starting point for future researchers interested in exploring similar topics. Future studies can develop this study with different contexts, methods, or variables.

G. Definition of the Key Term⁹¹

1. Attitude

Attitude is an individual's belief about a particular topic that can be positive or negative (Al-Efeshat & Baniabdelrahman, 2020: 847). In this study, attitude refers to students' beliefs about the use of English songs in the English learning process.¹⁰

2. Song

Songs are part of music that contain lyrics and have a number of distinctive elements that distinguish them from poetry or speech, even though there are many similarities between the three (Fuadi, 2024: 14). In the context of this study, the songs referred to are English songs used as a learning media in the English learning process.²⁰ The use of English songs not only serves as entertainment but also as a learning support tool that can help students understand English through lyrics, melodies, and the atmosphere created, thereby potentially influencing students' attitudes during the learning process.

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Attitude

a. Definition of Attitude

Attitudes are one of the constructs that have been widely studied, particularly in the field of education, because they play an important role in determining the effectiveness of the learning process. According to Homby (2000: 23) in Rosnawati (2021: 12), attitude can be understood as an individual's internal disposition that encompasses thoughts, feelings, and behaviors toward others or objects, which may also be expressed through confident or assertive actions as well as reflected in one's physical posture or bodily expression. Furthermore, Ahmed et al., (2021: 73) stated that "Attitude is somebody's thoughts or emotional state regarding to something, particularly as exposed in their behaviour." Moreover, Sumadi (1989) in Humaira et al., (2022: 76) described that "Attitude is something that is learned, and attitude determines how individuals react to the situation and determine what people look for in life."

Another definition of attitudes, according to Baker (1992: 10) in Susanti and Mujid (2018: 16) "Attitude is a hypothetical construct used to explain the direction and persistence of human behaviour." Meanwhile, Zulfikar et al. (2019: 3) explained that "Attitude can be

defined as a tendency of a person to respond positively or negatively towards something (idea, object, person, situation), therefore language learning attitude refers to one's tendencies toward their effort in learning languages.” In addition, according to Sengkey and Galag (2018: 116) ²⁵ “Attitude refers to the response (positive or negative) and subsequent acts of someone or some groups of people toward something that happens around them. Students have negative and positive attitudes that affect their language learning process.”

Based on the opinions of ⁴ the experts above, researcher conclude that attitude is a learned and internal psychological construct that encompasses an individual's thoughts, feelings, and behavioral tendencies toward an object, person, idea, or situation. Attitudes can manifest as positive or negative responses and are reflected through actual behavior, including how individuals act, react, and express themselves. In the context of education, particularly language learning, attitudes play an important role because they influence the direction, continuity, and effectiveness of students' learning efforts and processes.

b. Components of Attitude

According to Baker (1992, p.12) in Novita (2022: 8-10), there are three components that shape an attitude. They are as follows:

1) Cognitive

The cognitive component relates to an individual's thoughts, beliefs, and ideas about an object. These beliefs are evaluative and

can be measured using an attitude scale or by asking someone's opinion. An individual's beliefs can change through two things, namely new messages or trusted information. When beliefs change, attitudes will also be formed.

In the context of learning, the cognitive component includes students' understanding of the knowledge they receive and the language teaching process they experience. This level of understanding depends on the extent to which students master the language and process new knowledge.⁴⁷ The cognitive process can be divided into four stages: connecting old knowledge with new knowledge, forming new knowledge, evaluating that knowledge, and applying it in various situations. For example, in an apperception activity, students are asked to connect previous material with new material so that this new knowledge can be used practically. This aspect consists of several sub-indicators⁵² as follows:

a) Perceived Usefulness

Perceived usefulness is students' belief in the benefits of playing English songs as a learning aid, such as helping concentration, creating a comfortable learning atmosphere, or supporting the task completion process.

b) Understanding

Understanding¹⁴ refers to the extent to which students feel that the use of songs does not interfere with, but rather helps them understand the material and complete written assignments better.

2) Affective

³¹ The affective component relates to an individual's feelings toward an object. These feelings⁸⁶ can be influenced by the surrounding environment, mood, and emotions. A positive mood makes a person more open to information that differs from their views, while a negative mood makes a person⁸⁷ more likely to seek information that only supports their existing views. Feelings are also influenced by emotions, especially when a person feels safe or comfortable.

In learning, the learning process is emotional. Affection in attitude³¹ is related to an individual's feelings towards an object or situation, such as liking, disliking, or other emotional responses. For example, in learning English, students' affection is reflected in their liking or fear of the language, as well as their feelings of happiness or fear when learning. This aspect reflects the emotional response that arises when songs are played in class, which consists of the following sub-indicators:

a) Self-confidence

Self-confidence is the level of confidence students have when learning with English background music, especially when doing assignments or participating in learning activities.

b) Anxiety

Anxiety is a feeling of nervousness, distraction, or discomfort that may arise when music is played during the learning process.

c) Enjoyment

Enjoyment is the feeling of pleasure and comfort that students experience when songs are used as a supporting medium in classroom learning activities.

3) Conative

The conative component relates to a person's readiness to act. It shows how a person will interact with or act towards a particular object. For example, the conative component in language attitudes can be seen in how often a person uses a particular language and their experience with it. People who regularly use English in their daily lives tend to ⁵¹ have a more positive attitude towards the language and are more confident than those who rarely use it. This aspect shows students' motivation and readiness to act, which is divided into the following sub-indicators:

a) Intrinsic Motivation

Intrinsic motivation is the drive within students to continue learning and complete tasks well when English songs are played in class.

b) Willingness

Willingness is the readiness and tendency of students to remain actively involved in learning activities even though songs are used as supporting media.

c. Attitude Formation

According to Albarrac et al. (2018: 11-14), attitude formation is divided into three parts, as follows:

1) Direct Experience

Direct experience is the process of attitude formation that occurs through an individual's direct experience with an object. Attitudes formed through direct experience tend to be stronger, easier to remember, and ⁵⁴ more resistant to change than attitudes formed through indirect experience. In addition, attitudes derived from direct experience have a more consistent relationship with behavior, because individuals have personally experienced interaction with the object of the attitude.

2) Mere Exposure

Mere exposure is the process of attitude formation that arises from repeated exposure to a stimulus. ⁷⁷ The more often an individual

is exposed to an object, the greater the likelihood of developing a positive attitude toward that object, even though the individual may not always be aware of this process. Repeated exposure increases familiarity, which ultimately influences the affective evaluation of the attitude object.

3) Evaluative Conditioning

Evaluative conditioning is the process of forming and changing attitudes through the association of a neutral stimulus with another stimulus that has a positive or negative charge. Through this process, attitudes toward an object can change without requiring deep thought or conscious cognitive evaluation. Attitudes formed through evaluative conditioning are often automatic and can last for a long time.

2. English Song

a. Definition of English Song

According to Lestari (2022: 18), a song is a form of musical work that contains linguistically meaningful words and is conveyed through singing by a singer. Then, according to Pratiwi (2018: 370), a song is defined as music with lyrics that have a regular structure, rhythm, and language pattern, so that it can be used in language learning. In this study, the songs referred to are English songs, which are musical works that use English as the language medium, contain linguistically meaningful lyrics, are presented through singing, and

have a regular structure, rhythm, and language pattern. Thus, English songs are seen as a relevant medium to support English language learning. In line with this, Batista (2008: 158) states that songs are one of the most effective media in foreign language teaching because they are able to develop and ⁷⁰ integrate the four basic language skills, namely reading, writing, listening, and speaking, naturally and harmoniously in language learning.

b. Kinds of English Songs

According to Yulianto (2010: 8) in Apriani (2021: 12-13), English songs can generally be classified into several types, namely art songs, folk songs, and popular songs.

1) Art Songs

Art songs are a type of song composed specifically for formal performances. These songs are generally accompanied by piano, although other accompaniments such as orchestra or string quartet may also be used, and are always written in musical notation. Art songs usually have clearly identified creators and composers and require trained vocal skills to be performed optimally. In many cases, the lyrics of art songs are written by poets or lyricists, while the musical composition is arranged by composers.

2) Folk Songs

Folk songs are songs that generally originate from anonymous sources or have become part of the public domain and ¹⁷ have been

passed down from generation to generation, either through oral or non-oral traditions. Folk songs often represent the cultural or national identity of a community. Over time, some art songs can be transformed into folk songs when the identity of their creator is no longer known. This type of song can be found in almost every culture.

3) Pop Songs

Popular songs (pop songs) refer to modern songs that are distributed through recorded media and played on various mass media channels, such as radio and other audio platforms. Their popularity is generally measured based on commercial achievements, such as record sales, frequency of play on the media, and concert ticket sales. Popular songs can evolve into modern folk songs when people learn them from recorded versions and then spread them to others. The term pop song is often used in a concise manner to refer to popular songs, although in certain contexts, pop music is also understood as a genre within the realm of commercial popular music.

In the context of this study, teacher used English pop songs as a medium in the English learning process. These pop songs generally contain lyrics in English with genre characteristics that tend to be popular among teenagers, making them relevant to the characteristics of the students.

c. Advantages of English Songs in Learning English

The use of songs in English language learning is an effective learning strategy because it integrates linguistic, affective, and cultural elements. Songs not only serve as a medium of entertainment, but also as a source of meaningful and contextual language. Therefore, English songs provide various advantages that support the English learning process in the classroom. According to Pratiwi (2018: 371), there are nine advantages of using English songs in English language learning, as follows:

1) Songs as a Source of Authentic Language

Songs provide authentic and natural language as used by native speakers. The language in song lyrics reflects the use of English in real contexts, helping students understand the form and function of language more realistically than the artificial language found in textbooks.

2) Vocabulary Enrichment through Songs

The use of songs helps students expand their vocabulary, including phrases, expressions, and idioms that are often used in everyday communication. The repetition of vocabulary in song lyrics makes it easier for students to remember and understand the meaning of words naturally.

3) Ease of Access to Songs

Songs are easily obtained and accessed ¹⁷ through various media, such as the internet and audio devices. This makes songs a practical and efficient learning medium for use in English language learning.

4) Suitability of Songs to Student Needs and Interests

Songs can be selected and adapted to language proficiency levels, learning themes, and student interests. This suitability makes the learning process more relevant and increases student engagement.

5) Contextual Introduction to Grammar and Culture

Songs allow students to learn grammatical structures and cultural elements contextually through lyrics. Thus, students not only learn linguistic aspects but also understand the cultural background inherent in language use.

6) Flexibility in Song Usage

The relatively short and flexible duration of songs allows them to be used in various learning time allocations. Songs can be used as opening, core, or closing activities in learning.

7) Introduction to Various English Accents

Through songs, students can become familiar with various English accents, such as British English and American English. Exposure to these different accents helps improve students' listening comprehension skills.

8) Relevance of Songs to Real Life and Social Issues

Song lyrics often raise themes of real life and social issues, such as love, struggle, and justice. This makes English learning more meaningful and contextual for students.

9) Songs as a Fun Learning Medium

Songs create a relaxed and enjoyable learning atmosphere. This condition can increase learning motivation, reduce anxiety, and encourage active student participation in English learning.

d. Disadvantages of English Songs in Learning English

According to Salim (2025: 33), there are several disadvantages that could potentially affect the effectiveness of learning, which can be explained ¹³ as follows:

- 1) The use of songs in the learning process may require additional time in regular class meetings. When teachers have to deliver material according to the established syllabus, the use of songs has the potential to reduce the effectiveness of learning if it is not well planned and managed.
- 2) Although songs are often considered enjoyable for students, their use can affect the classroom atmosphere and disrupt established learning procedures. Basically, every learning strategy, medium, and method has advantages and disadvantages. Therefore, to ensure the effectiveness and success of their application, teachers need to

carefully consider both the benefits and limitations of using songs in the learning process.

e. **The Use of English Songs in Learning English**

English songs are an attractive medium for learning English. Songs are naturally appealing and can change the emotional atmosphere of the classroom from passive to active, allowing learners to engage with the language in a more relaxed and enjoyable way (Linia et al., 2025: 14215). These positive learning conditions play an important role in increasing student motivation and engagement during the language learning process. In addition, songs that have universal appeal and are widely present in the daily lives of most individuals meet various prerequisites for use as an effective teaching resource in English language learning (Bokiev et al., 2018: 316). Thus, the use of English songs not only creates a fun learning atmosphere, but also supports the overall effectiveness of English language learning.

B. Review of Related Findings

Several studies similar to this study on students' attitudes towards the use of English songs in English language learning have been conducted. First, a study conducted by Heba M.N. Al-efeshat and Abdallah Baniabdelrahman (2020) entitled "The EFL Teachers' and Students' Attitudes towards The Use of Songs in Learning English." This study discusses the attitudes of EFL teachers and students towards the use of songs in English teaching and learning,

with a main focus on vocabulary teaching. The ⁴³ participants in this study were 43 English teachers who taught sixth grade and 42 sixth grade students at public schools in the Wadi Al-Sier Directorate of Education in Amman. The data collection technique used a questionnaire, namely an attitude questionnaire for teachers and an attitude questionnaire for students. In their research, they ⁶ argued that songs helped them learn English vocabulary and this was also considered a good practice by teachers. The findings of this study strongly indicate that songs have the potential to play an effective ⁶ role in the language learning and teaching process. The results obtained strongly support the belief that songs should be part of language teaching methods.

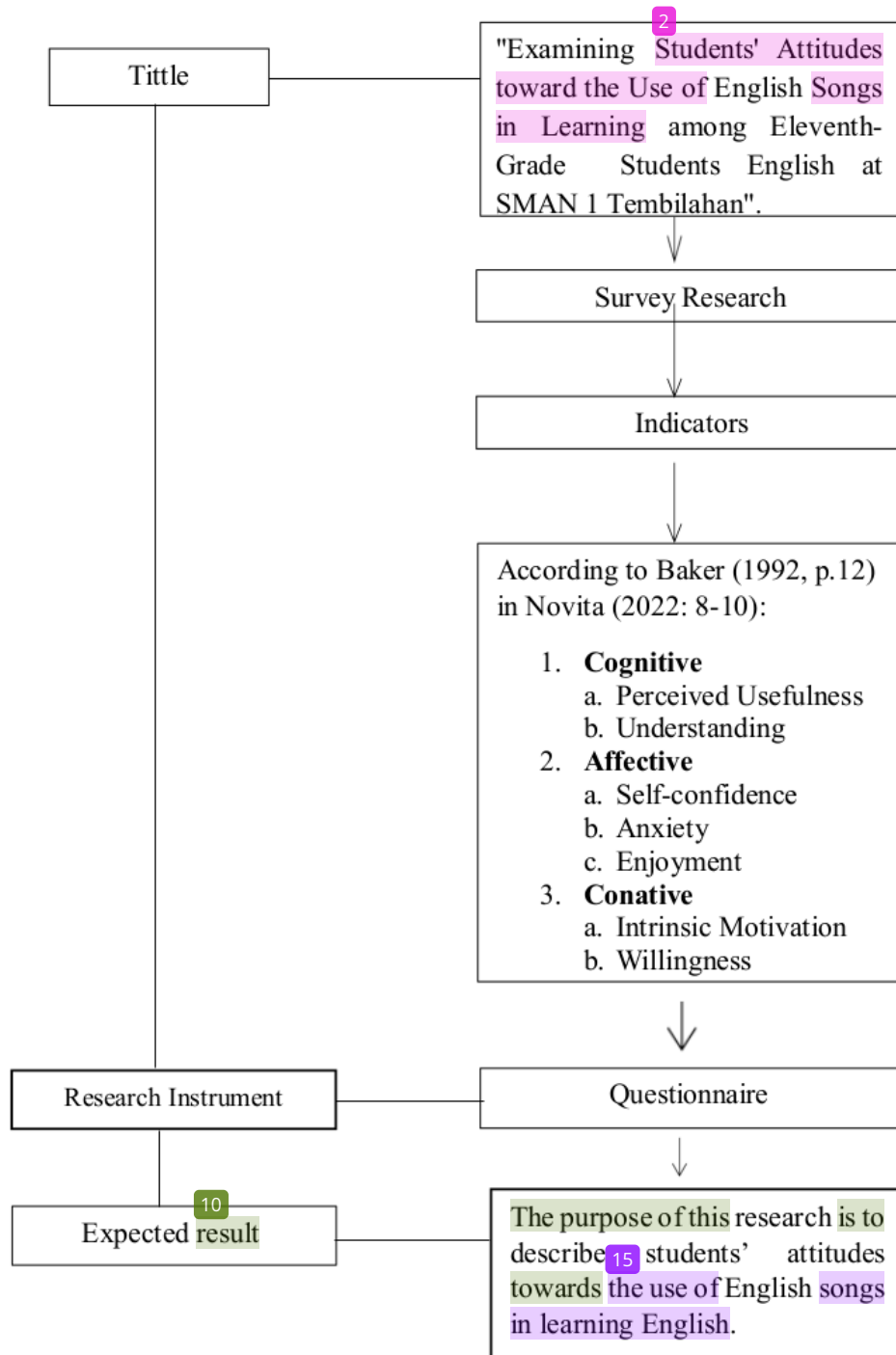
Second, research conducted by Evi Fatonah (2024) entitled ¹³ “Students' Perception on the Use of Songs to Enhance Their Motivation in Learning English.” This study discusses ² students' perceptions of the use of songs to increase their motivation in learning English. This research was conducted at MTs Huffadh Al-Itqoniyyah. Data was collected using questionnaires and interviews, then analyzed through three steps: condensation, data presentation, and verification. The results showed ¹⁶ that “Students had a positive perception of the use of songs in the English learning process. ² Students responded positively to the following statements: students became more enthusiastic about learning English; they were happier, enjoyed themselves more, and were more active during the learning process; and they were more focused and found it easier to learn English. ² All students agreed that the use of songs in learning English was very ¹⁰ effective in increasing their motivation to learn English.”

Third, research conducted by Angelin Kusuma and Hesti Wahyuni Anggrainia (2025) entitled “Exploring Student's Perceptions of the Use of English Songs in Their Speaking Performance.” Their research explored students' perceptions of the use of English songs, particularly in the R&B soul pop genre, in improving their speaking skills. The study involved 59 sixth-semester students from the English Education Study Program at Sriwijaya University who had experience learning through songs. Data was collected through open-ended questionnaires and song-based assessments, including lyric completion, reading aloud, and question-and-answer activities related to the song's content. Their research results show that “most students have a positive perception of the use of English songs as a medium for speaking practice. Overall, English songs have proven to be an effective, interactive, and enjoyable learning tool for improving students' speaking skills, provided they are supported by appropriate teaching strategies and adequate instructional guidance.”

The three previous studies share similarities and differences with the present study. The similarity lies in their focus on the use of English songs in English language learning. However, while the previous studies primarily examined the effectiveness or general implementation of English songs, the present study specifically investigates students' attitudes toward the use of English songs in English language learning at SMAN 1 Tembilahan. This indicates a research gap, particularly in exploring students' attitudinal responses within a specific senior high school context. Therefore, this study is

expected to contribute both theoretically and practically by enriching the existing body of knowledge related to media use in English language teaching and by providing empirical evidence that may assist teachers in making informed decisions regarding the ⁷ integration of English songs into classroom instruction.

C. Conceptual Framework



Based on the conceptual framework above, this study is entitled “Examining ⁶Students’ Attitudes towards the Use of English Songs in Learning English.” This ⁶research employs a descriptive research design. Furthermore, three attitude indicators, cognitive (perceived usefulness & understanding), affective (self-confidence, anxiety & enjoyment) and conative (intrinsic motivation & willingness) are utilized in the questionnaire to obtain the expected results, namely ²students’ attitudes toward the use of English songs in learning English at SMAN 1 Tembilahan.

RESEARCH METHODOLOGY**A. Research Design**

This study used ¹¹ a quantitative method. According to Sugiyono (2013: 8), quantitative research method is based on positivism philosophy, which is used to examine a specific population or sample through data collection using research instruments and statistical analysis to test predetermined hypotheses. In line with this opinion, Kittur (2023: 101) states that quantitative research is a systematic method of examining a topic through the collection of numerical data, which is then analyzed using mathematical and statistical procedures to produce findings that can enrich the existing literature. Therefore, the quantitative method was considered appropriate for use in this study because it allowed data analysis to be carried out objectively, measurably, and ¹⁷ in accordance with the research objectives.

The research design used in this study was survey research. According to Maidina (2021: 21), survey research in the field of education is used to collect data on students, such as attitudes, interests, habits, aspirations, and various other characteristics relevant to the research objectives. Furthermore, Rahantan et al. (2025: 756) explains that a survey is a type of research that uses questionnaires as the main instrument in data collection, both in large and small populations. On the other hand, Muchlis (2023: 157) states that survey research aims to obtain facts about phenomena occurring in the research object through the collection of information carried out systematically and in accordance with

actual conditions. Therefore, the survey ⁷⁸research design was considered appropriate for use in this study because it allowed researchers to describe clearly and accurately ³⁴the attitudes of students towards the use of English songs in English language learning.

B. Time and Location

²This research was conducted at SMAN 1 Tembilahan, located on Keritang Street Tembilahan. This school was chosen as the research location because the English teachers there had implemented ¹⁰the use of English songs as a learning medium in the classroom, which is relevant to the research focus on ¹⁰students' attitudes towards the use of this medium. Furthermore, this research was conducted in April 2026, during the second semester of the 2025/2026 academic year.

C. Population and Sample

1. Population

³⁵According to Sugiyono (2013: 80), a population is a generalization area that includes objects or subjects with certain characteristics and qualities, which are determined by researcher to be studied and subsequently ²⁶are used as a basis for drawing conclusions. The population in this research consisted of four 11th grade classes, namely ⁸⁴XI.1, XI.2, XI.3, and XI.4, with a total of 130 students. All of these ⁴classes were taught by the same teacher, who applied the use of English songs English learning process.

Table III. 1 Population of the Research

No	Class	Population
1.	XI.1	32
2.	XI.2	31
3.	XI.3	33
4.	XI.4	34
Total		130

2. Sample

A sample is a part of a population that is used as the subject of research.

According to Sugiyono (2013: 81), a sample is a part of a population that is selected based on a certain number and characteristics to represent the population in a study.

The sampling technique used in this study was probability sampling with the simple random sampling method. Sugiyono (2013: 82) states that probability sampling is a technique that gives every member of the population an equal chance of being selected as a sample.

Simple random sampling is a sampling technique that is carried out randomly without considering differences in strata within the population. This technique was chosen based on the consideration that the research population was relatively homogeneous, so that each member of the population has characteristics that were not significantly different. Thus, this technique was considered capable of producing a representative sample and minimizing potential bias in the sampling process.

The number of samples taken in this study was 95 students from four classes, namely 26 students from XI.1, 21

students from XI.2, 26 students from XI.3, and 22 students from XI.4. The sample size was determined based on Sugiyono's sample size table, which indicates that a population of 130 students requires 95 samples at a 5% error level. The 5% error level was chosen because it provides a reasonable balance between sample representativeness and the feasibility of data collection. A 1% error level would require 109 students, which is almost the entire population, while a 10% error level would require only 88 students and allow a higher sampling error. Therefore, 95 students were selected as the sample to adequately represent the population while maintaining a manageable sample size. The distribution of the sample across the four classes is presented in Table

III.2.

Table III. 2 Sample of the Research

No	Class	Sample
1.	XI.1	26
2.	XI.2	21
3.	XI.3	26
4.	XI.4	22
Total		95

D. Research Procedure

In conducting this research, the researcher applied the following procedures:

1. The researcher developed a research instrument in the form of a questionnaire based on indicators of student attitudes (cognitive, affective, and conative) towards the use of English songs in English language learning.
2. The questionnaire was developed and administered to the respondents through Google Form or in paper-based form.
3. The researcher distributed the questionnaire to students who were selected as the research sample.
4. The data obtained were collected and analyzed descriptively to provide an overview of students' attitudes.
5. The researcher compiled and presented the research findings in the form of a research report.

E. Research Instrument

Researcher used a questionnaire as research instruments to determine students' attitudes toward the use of English songs in English language learning. According to Sarah and Rohmad (2021: 16), questionnaires are a data collection technique that is carried out indirectly, where researchers do not conduct direct interviews with respondents. This instrument was chosen because it was considered the most suitable for quantitative research and was practical and efficient in its use. In this research, the questionnaire was designed using a Likert scale. According to Sudaryono, Margono, and Rahayu (2013) in Rohmad and Sarah (2021: 23), "The Likert scale is used to measure

the attitudes, opinions, and perceptions of a person or group of people towards an event or social phenomenon.”

Table III. 3 Indicator of the Questionnaire

Indicators	Sub-indicators	Total Item	Item Number
Cognitive	Perceived Usefulness	3	1, 2, 3
	Understanding	3	4, 5, 6
Affective	Self-confidence	2	7, 8
	Anxiety	2	9, 10
	Enjoyment	2	11, 12
Conative	Intrinsic Motivation	3	13, 14, 15
	Willingness	3	16, 17, 18
Total Item		18	1-18

F. Data Collection Technique

The data collection technique used in this research was a questionnaire consisting of 18 statements representing indicators of students' attitudes toward the use of English songs in English language learning, arranged on a Likert scale. The questionnaires were distributed to students who were selected as the research sample. To facilitate respondents' understanding, the questionnaire was translated into Indonesian. The data obtained were then analyzed descriptively to describe students' attitudes towards the use of English songs in English language learning.

G. Data Analysis Technique

1. Instrument Test

a. Validity Test

In this study, data were collected through the distribution of questionnaires containing a series of structured statements that respondents were required to answer. Therefore, validity testing was conducted to ensure the suitability and accuracy of the instruments used. Rohmad and Sarah (2021: 76) state that validity is a quality standard for an instrument in measuring the construct that should be measured accurately. The type of validity used in this study was construct validity. Construct validity is a validity test conducted by assessing the suitability of the instrument items with the constructs or indicators that have been specified in the grid (Purwanto, 2010 in Rohmad and Sarah, 2021: 89). The validity testing of the instrument in this study was conducted using the Product Moment (Pearson) correlation technique, which correlated the score of each statement item with the total score using the IBM SPSS 26 Statistics program. The validity of the instrument was measured by comparing the calculated r-value with the r-table value at a significance level of 0.05.

b. Reliability Test

Reliability testing is conducted to determine the extent to which the questionnaire produces consistent and dependable results when administered repeatedly. In this study, reliability is measured using the Cronbach's Alpha method. According to Taherdoost (2018) in (Angraini et al., 2022: 6493), a variable is considered reliable if the

Cronbach's Alpha value exceeds 0.60, indicating that the instrument demonstrates an adequate level of internal consistency in measurement.

c. Quantitative Analysis

⁸⁸ This research used a quantitative method with a descriptive design to analyze the data. Data were collected through the distribution of questionnaires consisting of 18 statements. The instrument used was a Likert scale, which has been widely used and proven effective in producing reliable and quality data. The Likert scale in this study consisted of five ³⁰ response categories, namely: 1) Strongly Agree, 2) Agree, 3) Neutral, 4) Disagree, and 5) ¹ Strongly Disagree.

Table III. 4 Likert-Scale Interpretation Table

Scale	Interpretation
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Rohmad and Sarah (2021: 24)

The formula below was used to analyze the data:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Ideal score (highest)}} \times 100\%$$

The data obtained were then analyzed descriptively to describe

19 students' attitudes towards the use of English songs in English language learning.

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Table III. 5 Classification of Students' Attitude towards the Use of English Song in Learning English

Interval Score	Category
81-100%	Strongly Positive Attitude
61-80%	Positive Attitude
41-60%	Neutral Attitude
21-40%	Negative Attitude
0-20%	Strongly Negative Attitude

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DATA PRESENTATION AND RESEARCH FINDINGS

A. Data Presentation

7

This chapter presents the research findings and discussion regarding “Examining ²Students' Attitudes toward the Use of English Songs in Learning English among Eleventh-Grade Students at SMAN 1 Tembilahan.” The data will be presented in numerical form and described using tables. The data was collected and interpreted based on questionnaire information regarding ²students' attitudes toward the use of English songs in learning English among eleventh-grad

e students at SMAN 1 Tembilahan. The questionnaire consists of 18 statements that represent ¹²students' attitudes toward the use of English songs in English language learning in eleventh-grade at SMAN 1 Tembilahan. Thus, ¹⁵the purpose of this study is to determine students' attitudes toward the use of English songs in English language learning in eleventh-grade at SMAN 1 Tembilahan. Based on this purpose, the researcher presents the research data as follows:

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1. **Validity Test**

The following are the validity test results of the 18 questionnaire statements:

1 Table IV.1
The Result of Validity Test

No.	Item	Value of r Table	Correlation Value (r- count)	Description
1	ST1	0,514	0,615	Valid
2	ST2	0,514	0,668	Valid
3	ST3	0,514	0,713	Valid
4	ST4	0,514	0,580	Valid
5	ST5	0,514	0,565	Valid
6	ST6	0,514	0,713	Valid
7	ST7	0,514	0,602	Valid
8	ST8	0,514	0,589	Valid
9	ST9	0,514	0,580	Valid
10	ST10	0,514	0,779	Valid
11	ST11	0,514	0,602	Valid
12	ST12	0,514	0,741	Valid
13	ST13	0,514	0,565	Valid
14	ST14	0,514	0,760	Valid
15	ST15	0,514	0,563	Valid
16	ST16	0,514	0,616	Valid
17	ST17	0,514	0,654	Valid
18	ST18	0,514	0,728	Valid

2. Reliability Test

The reliability test result of the questionnaire is presented below:

Reliability Statistics

Cronbach's Alpha	N of Items
.869	18

14 Based on the reliability test using Cronbach's Alpha, the questionnaire obtained a coefficient of 0.869. According to Taherdoost

(2018), an instrument is considered reliable if the Cronbach's Alpha coefficient is greater than 0.60. Since the obtained value (0.869) is higher than the minimum criterion, the questionnaire is considered reliable and appropriate to be used as the research instrument.

3. The students' attitude scores on each sub-indicator

a. Cognitive

1. Perceived Usefulness

Table IV.2 Sub-Indicator 1 Statement 1

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English songs help me concentrate while doing classroom tasks.	18 (18,9%)	44 (46,3%)	29 (30,5%)	3 (3,2%)	1 (1,1%)

The table above shows the percentage results for Statement 1: "English songs help me concentrate while doing classroom tasks." The percentage of students who answered "Strongly Agree" was 18.9%, "Agree" was 46.3%, "Neutral" was 30.5%, "Disagree" was 3.2%, and "Strongly Disagree" was 1.1%. The most dominant response was "Agree," at 46.3%. This indicates that the majority of students agree that English songs help them concentrate while working on classroom tasks. Therefore, it can be concluded that this statement reflects a positive attitude among students.

Table IV.3 Sub-Indicator 1 Statement 2

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Listening to English songs	47 (49,5%)	33 (34,7%)	13 (13,7%)	2 (2,1%)	0 (0%)

creates a comfortable learning atmosphere.					
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The percentage results for Statement 2 are displayed in the table above:

"Listening to English songs creates a comfortable learning atmosphere." There were 49.5% of students who said "Strongly Agree," 34.7% who said "Agree," 13.7% who said "Neutral," and 2.1% who said "Disagree." There were zero students who said "Strongly Disagree." At 49.5%, "Strongly Agree" was the most common response. This suggests that most students firmly believe that listening to English-language music helps foster a relaxed studying environment. Thus, it may be said that students' good attitudes are reflected in this remark.

Table IV.4 Sub-Indicator 1 Statement 3

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English songs help me follow English lessons more easily.	17 (17,9%)	38 (40,0%)	38 (40,0%)	2 (2,1%)	0 (0%)

Based on the data in the table, the percentage of students' responses to Statement 3: "English songs help me follow English lessons more easily." A total of 17.9% of students selected "Strongly Agree," 40.0% selected "Agree," 40.0% selected "Neutral," 2.1% selected "Disagree," and no students selected "Strongly Disagree" (0%). The most frequently selected responses were "Agree" and "Neutral," both at 40.0%. These results indicate that some students feel English-language songs can help them understand lessons more

easily, while others have not yet expressed a clear opinion. However, since the number of positive responses is higher than the number of negative responses, this statement can be categorized as reflecting a positive attitude among students.

Table IV.5 Students' Attitude Percentages on the First Sub-Indicator "Perceived Usefulness"

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	English songs help me concentrate while doing classroom tasks.	18 (18,9%)	44 (46,3%)	29 (30,5%)	3 (3,2%)	1 (1,1%)
2.	Listening to English songs creates a comfortable learning atmosphere.	47 (49,5%)	33 (34,7%)	13 (13,7%)	2 (2,1%)	0 (0%)
3.	English songs help me follow English lessons more easily.	17 (17,9%)	38 (40,0%)	38 (40,0%)	2 (2,1%)	0 (0%)
Total		82 (28,8%)	115 (40,4%)	80 (28,1%)	7 (2,5%)	1 (0,4%)

The table presents the percentage results for the first sub-indicator, namely Perceived Usefulness. The percentage of respondents who Strongly Agree is 28.8%, Agree 40.4%, Neutral 28.1%, Disagree 2.5%, and Strongly Disagree 0.4%. The most common response was "Agree," at 40.4%. This indicates that the majority of students agree that the use of English-language

songs provides benefits in the English language learning process. Therefore, it can be concluded that the Perceived Usefulness sub-indicator shows a positive attitude among eleventh-grade students toward the use of English-language songs in learning.

2. Understanding

Table IV.6 Sub-Indicator 2 Statement 4

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe English songs help me understand the meaning of English expressions.	26 (27,4%)	43 (45,3%)	20 (21,2%)	6 (6,3%)	0 (0%)

The results in the table show the percentage results for Statement 4: “I believe English songs help me understand the meaning of English expressions.” The percentage of students who selected Strongly Agree was 27.4%, Agree 45.3%, Neutral 21.2%, Disagree 6.3%, and no students selected Strongly Disagree, so the percentage is 0%. The largest response was “Agree,” at 45.3%. This indicates that they agree that English-language songs help them understand the meaning of English expressions. Thus, it can be concluded that students tend to respond positively to the use of English-language songs in learning.

Table IV.7 Sub-Indicator 2 Statement 5

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Listening to English songs	12 (12,6%)	33 (34,7%)	36 (37,9%)	14 (14,7%)	0 (0%)

helps me understand English materials more smoothly.					
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The table shows the percentage results for statement 5: "Listening to English songs helps me understand English materials more easily." ⁹ The percentage of students who answered Strongly Agree was 12.6%, Agree was 34.7%, Neutral was 37.9%, Disagree was 14.7%, and no students answered Strongly Disagree, so the percentage was 0%. The most dominant response was Neutral, at 37.9%. This indicates that some students remain neutral toward the statement that listening to English songs helps them understand English materials more easily. However, the percentage of positive responses (Strongly Agree and Agree) remains higher than that of negative responses, so it can be concluded that the statement still reflects a positive attitude among students ²³ toward the use of English songs in learning.

Table IV.8 Sub-Indicator 2 Statement 6

Statement	³³ Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English songs support my understanding when doing written tasks.	10 (10,5%)	31 (32,6%)	43 (45,3%)	11 (11,6%)	0 (0%)

The percentage findings for Statement 6 are displayed in the table above: " English songs support my understanding when doing written tasks." 10.5% of students selected "Strongly Agree," 32.6% selected "Agree," 45.3% selected "Neutral," and 11.6% selected "Disagree." No student selected

"Strongly Disagree," thus that percentage was 0%. "Neutral," with 45.3%, was the most common response. This suggests that most students have no opinion about the claim that listening to English songs improves their comprehension when completing written assignments. However, the percentage of affirmative answers is still greater than the percentage of negative answers, indicating that students' attitudes regarding the usage of English music in the classroom are still favourable.

Table IV.9 Students' Attitude Percentages on the Second Sub-Indicator "Understanding"

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.	I believe English songs help me understand the meaning of English expressions.	26 (27,4%)	43 (45,3%)	20 (21,1%)	6 (6,3%)	0 (0%)
5.	Listening to English songs helps me understand English materials more smoothly.	12 (12,6%)	33 (34,7%)	36 (37,9%)	14 (14,7%)	0 (0%)
6.	English songs support my understanding when doing written tasks.	10 (10,5%)	31 (32,6%)	43 (45,3%)	11 (11,6%)	0 (0%)
Total		48 (16,8%)	107 (37,5%)	99 (34,7%)	31 (10,9%)	1 (0,4%)

The percentage results for the second sub-indicator, Understanding, among 11th graders at SMAN 1 Tembilahan are displayed in the table above.

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16.8% of students selected "Strongly Agree," 37.5% selected "Agree," 34.7% selected "Neutral," 10.9% selected "Disagree," and 0% selected "Strongly Disagree." "Agree," with 37.5%, was the most popular response. This suggests that most students concur that listening to English-language music enhances their comprehension during the process of learning the language. Thus, it may be said that students' positive attitudes are indicated by the "understanding" sub-indicator.

b. Affective

1. Self-confidence

Table IV.10 Sub-Indicator 3 Statement 7

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English songs make me feel more confident in doing classroom activities.	17 (17,9%)	27 (28,4%)	38 (40,0%)	10 (10,5%)	3 (3,2%)

Based on the table, the percentage results for Statement 7: "English songs make me feel more confident in doing classroom activities." 9 The percentage of students who answered "Strongly Agree" was 17.9%, "Agree" was 28.4%, "Neutral" was 40.0%, "Disagree" was 10.5%, and "Strongly Disagree" was 3.2%. The most common response was "Neutral," at 40.0%. 19 This indicates that the majority of students remain neutral regarding the statement that English-language songs make them feel more confident in

participating in classroom activities. However, the percentage of positive responses is still higher than that of negative responses, so it can be concluded that the statement still reflects a positive attitude among students.

Table IV.11 Sub-Indicator 3 Statement 8

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel comfortable studying English with background English songs.	43 (45,3%)	42 (44,2%)	10 (10,5%)	0 (0%)	0 (0%)

The table illustrates students' responses to Statement 8: "I feel comfortable studying English with background English songs." Most students selected positive responses, namely "Strongly Agree" at 45.3% and "Agree" at 44.2%, while 10.5% of students chose "Neutral." No students gave a negative response. Therefore, it can be concluded that the use of English songs creates a comfortable learning atmosphere for students. Thus, this statement presents a positive attitude of the student.

Table IV.12 Students' Attitude Percentages on the Third Sub-Indicator "Self-Confidence"

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.	English songs make me feel more confident in doing classroom activities.	17 (17,9%)	27 (28,4%)	38 (40,0%)	10 (10,5%)	3 (3,2%)

8.	I feel comfortable studying English with background English songs.	43 (45,3%)	42 (44,2%)	10 (10,5%)	0 (0%)	0 (0%)
Total		60 (31,6%)	69 (36,3%)	48 (25,3%)	10 (5,3%)	3 (1,6%)

The results in the table show that students tend to have a positive attitude toward the sub-indicator of Self-Confidence in the use of English songs in learning. A total of 36.3% of students answered “Agree” and 31.6% answered “Strongly Agree.” In addition, 25.3% of students chose “Neutral,” while the percentage of negative responses was relatively low, with 5.3% answering “Disagree” and 1.6% answering “Strongly Disagree.” This indicates that the use of English songs is effective in boosting students’ self-confidence during learning.

2. Anxiety

Table IV.13 Sub-Indicator 4 Statement 9

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel more relaxed when English songs are played during learning.	50 (52,6%)	33 (34,7%)	10 (10,5%)	2 (2,1%)	0 (0%)

The table shows that Statement 9 “I feel more relaxed when English songs are played during learning.” received responses that were predominantly positive. A total of 52.6% of students selected “Strongly Agree,” 34.7% selected “Agree,” 10.5% selected “Neutral,” and 2.1% selected “Disagree,”

while no students selected “Strongly Disagree.” The dominance of the “Strongly Agree” response indicates that most students feel more relaxed when English songs are played during class. Thus, this statement reflects students’ positive attitude toward the use of songs in English language learning.

Table IV.14 Sub-Indicator 4 Statement 10

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel less bored when English songs are used in class.	62 (65,3%)	24 (25,3%)	9 (9,5%)	0 (0%)	0 (0%)

The table presents the percentage results for Statement 10: “I feel less bored when English songs are used in class.” The percentage of students who answered “Strongly Agree” was 65.3%, “Agree” was 25.3%, and “Neutral” was 9.5%; no students answered “Disagree” or “Strongly Disagree,” so those percentages were 0%. The most dominant response was “Strongly Agree,” at 65.3%. This indicates that the majority of students strongly agree that the use of English songs in class can reduce boredom during the learning process. Therefore, it can be concluded that this statement reflects a positive attitude among students.

Table IV.15 Students’ Attitude Percentages on the Fourth Sub-Indicator “Anxiety”

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9.	I feel more relaxed when	50 (52,6%)	33 (34,7%)	10 (10,5%)	2 (2,1%)	0 (0%)

	English songs are played during learning.					
10.	I feel less bored when English songs are used in class.	62 (65,3%)	24 (25,3%)	9 (9,5%)	0 (0%)	0 (0%)
Total		112 (58,9%)	57 (30,0%)	19 (10,0%)	2 (1,1%)	0 (0%)

The table provides an overview of the percentage results for the fourth sub-indicator, Anxiety, among 11th-grade students at SMAN 1 Tembilahan. The percentage of students who “Strongly Agree” is 58.9%, “Agree” is 30.0%, “Neutral” is 10.0%, “Disagree” is 1.1%, and no students answered “Strongly Disagree,” so the percentage is 0%. The “Strongly Agree” response, at 58.9%, was the highest. This indicates that students strongly agree that the use of English-language songs can help them feel more relaxed and reduce boredom during the English learning process. Thus, it can be concluded that the Anxiety sub-indicator reflects a positive attitude among students toward the use of English-language songs in learning.

3. Enjoyment

Table IV.16 Sub-Indicator 5 Statement 11

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy learning English when songs are played in the classroom.	43 (45,3%)	40 (42,1%)	12 (12,6%)	0 (0%)	0 (0%)

The table results for Statement 11: “I enjoy learning English when English songs are played in the classroom.” A total of 45.3% of students selected “Strongly Agree,” 42.1% selected “Agree,” and 12.6% selected “Neutral.” Meanwhile, no students chose “Disagree” or “Strongly Disagree,” resulting in 0% for both responses. The most dominant response was “Strongly Agree,” indicating that most students enjoy learning English when English songs are used during classroom activities. Thus, the statement reflects a positive attitude among the students.

Table IV.17 Sub-Indicator 5 Statement 12

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel happy when English songs are used during lessons.	44 (46,3%)	37 (38,9%)	13 (13,7%)	1 (1,1%)	0 (0%)

The table shows the percentage results for statement 12: “I feel happy when English songs are used during lessons.”⁹ The percentage of students who answered “Strongly Agree” was 46.3%, “Agree” was 38.9%, “Neutral” was 13.7%, “Disagree” was 1.1%, and no students answered “Strongly Disagree,” so the percentage was 0%. The most dominant response was “Strongly Agree,” at 46.3%. This indicates that the majority of students feel happy when English songs are used during the learning process. Thus,²¹ it can be concluded that this statement reflects a positive attitude among the students.

Table IV.18 Students' Attitude Percentages on the Fifth Sub-Indicator "Enjoyment"

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.	I enjoy learning English when songs are played in the classroom.	43 (45,3%)	40 (42,1%)	12 (12,6%)	0 (0%)	0 (0%)
12.	I feel happy when English songs are used during lessons.	44 (46,3%)	37 (38,9%)	13 (13,7%)	1 (1,1%)	0 (0%)
Total		87 (45,8%)	77 (40,5%)	25 (13,2%)	1 (0,5%)	0 (0%)

The table presents the percentage results for the fifth sub-indicator, Enjoyment, among 11th-grade students at SMAN 1 Tembilahan. The percentage of students who answered "Strongly Agree" was 45.8%, "Agree" was 40.5%, "Neutral" was 13.2%, "Disagree" was 0.5%, and no students answered "Strongly Disagree," so the percentage was 0%. The most dominant response was "Strongly Agree," at 45.8%. This indicates that the majority of students greatly enjoy English language learning when English songs are used in the classroom. Additionally, the high percentage in the "Agree" category further reinforces that the use of songs in learning provides a pleasant experience for students. Therefore, it can be concluded that the "Enjoyment" sub-indicator indicates a positive attitude among students toward the use of English songs in English language learning.

c. Conative

1. Intrinsic Motivation

Table IV.19 Sub-Indicator 6 Statement 13

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I make an effort to understand the lesson while listening to English songs.	6 (6,3%)	46 (48,4%)	29 (30,5%)	13 (13,7%)	1 (1,1%)

The percentage results for the statement "I make an effort to understand the lesson while listening to English songs" are displayed in the table above.

6.3% of students selected "Strongly Agree," 48.4% selected "Agree," 30.5% selected "Neutral," 13.7% selected "Disagree," and 1.1% selected "Strongly Disagree." "Agree" was the most common response (48.4%). While some students remain in the indifferent and disagree categories, this shows that the majority of pupils try to comprehend the learning information when listening to English music. Thus, it can be inferred that this statement shows a positive tendency among students to boost their attempts to comprehend the learning material through the usage of English songs.

Table IV.20 Sub-Indicator 6 Statement 14

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am encouraged to complete my tasks when English songs are played.	18 (18,9%)	37 (38,9%)	26 (27,4%)	13 (13,7%)	1 (1,1%)

The percentage results for the statement "I am encouraged to complete my tasks when English songs are played" are displayed in the table above. 18.9% of students selected "Strongly Agree," 38.9% selected "Agree," 27.4% selected "Neutral," 13.7% selected "Disagree," and 1.1% selected "Strongly Disagree." "Agree" was the most common response (38.9%). Although there are still a sizable number of students in the "Neutral" group, this suggests that most students feel more motivated to finish their assignments when English music are played during sessions. Thus, it can be inferred that students have a favorable view on the employment of English music to boost motivation to finish assignments.

Table IV.21 Sub-Indicator 6 Statement 15

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English songs increase my interest in learning English.	44 (46,3%)	26 (27,4%)	19 (20,0%)	5 (5,3%)	1 (1,1%)

The table describes the percentage results for the statement "English songs increase my interest in learning English." The percentage of students who answered "Strongly Agree" was 46.3%, "Agree" was 27.4%, "Neutral" was 20.0%, "Disagree" was 5.3%, and "Strongly Disagree" was 1.1%. The most dominant response was "Strongly Agree," at 46.3%. This indicates that the majority of students feel that English songs can increase their interest in learning English. Therefore, it can be concluded that this statement reflects a

positive attitude among students toward the use of English songs in increasing their interest in learning English.

Table IV.22 Students' Attitude Percentages on the Sixth Sub-Indicator "Intrinsic Motivation"

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13.	I make an effort to understand the lesson while listening to English songs.	6 (6,3%)	46 (48,4%)	29 (30,5%)	13 (13,7%)	1 (1,1%)
14.	I am encouraged to complete my tasks when English songs are played.	18 (18,9%)	37 (38,9%)	26 (27,4%)	13 (13,7%)	1 (1,1%)
15.	English songs increase my interest in learning English.	44 (46,3%)	26 (27,4%)	19 (20,0%)	5 (5,3%)	1 (1,1%)
Total		68 (23,9%)	109 (38,2%)	74 (26,0%)	31 (10,9%)	3 (1,1%)

Based on the table, the percentage results for the Intrinsic Motivation sub-indicator among 11th-grade students at SMAN 1 Tembilahan. A total of 23.9% of students selected "Strongly Agree," 38.2% selected "Agree," 26.0% selected "Neutral," 10.9% selected "Disagree," and 1.1% selected "Strongly Disagree." The most dominant response was "Agree" at 38.2%. These results indicate that the majority of students possess fairly strong intrinsic motivation

in learning English through the use of songs. However, the high percentage in the “Neutral” category suggests that some students have not yet fully experienced a strong internal drive in this learning process. Therefore, the Intrinsic Motivation sub-indicator can be categorized as indicating a positive attitude among students.

2. Willingness

Table IV.23 Sub-Indicator 7 Statement 16

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am willing to participate actively when English songs are used.	10 (10,5%)	37 (38,9%)	41 (43,2%)	6 (6,3%)	1 (1,1%)

The percentage results for the statement "I am willing to participate actively when English songs are used" are displayed in the table above. 10.5% of students selected "Strongly Agree," 38.9% selected "Agree," 43.2% selected "Neutral," 6.3% selected "Disagree," and 1.1% selected "Strongly Disagree." "Neutral" was the most common response (43.2%). This suggests that when English songs are utilized in the classroom, most pupils are not particularly interested in actively participating. However, the comparatively high proportion of "Agree" answers implies that some students do feel more inspired to actively participate. Thus, it can be said that the statement shows a generally neutral attitude with a favorable tendency toward students actively participating in their education through English songs.

Table IV.24 Sub-Indicator 7 Statement 17

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I want the teacher to continue using English songs in English lessons.	46 (48,4%)	28 (29,5%)	17 (17,9%)	3 (3,2%)	1 (1,1%)

The table describes the percentage results for the statement “I want the teacher to continue using English songs in English lessons.” The percentage of students who answered “Strongly Agree” was 48.4%, “Agree” was 29.5%, “Neutral” was 17.9%, “Disagree” was 3.2%, and “Strongly Disagree” was 1.1%. The most dominant response was “Strongly Agree,” at 48.4%. This indicates that the majority of students strongly want the teacher to continue using English songs in English lessons. Therefore, it can be concluded that this statement reflects a strong positive attitude among students toward the continued use of English songs in the learning process.

Table IV.25 Sub-Indicator 7 Statement 18

Statement	Percentage (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am ready to engage in classroom activities even when English songs are played	18 (18,9%)	22 (23,2%)	38 (40,0%)	17 (17,9%)	0 (0%)

The table indicates students’ responses to statements regarding their readiness to participate in class activities when English-language songs are played. The statement is “I am ready to engage in classroom activities even

when English songs are played.” The most common response was “Neutral” at 40.0%, while positive responses, including “Strongly Agree” and “Agree”—totaled 42.1%. Additionally, 17.9% of students responded “Disagree,” and no students answered “Strongly Disagree.” These data indicate that although most students remain neutral, some are beginning to show a positive attitude toward the use of English songs in learning activities.

Table IV.26 Students’ Attitude Percentages on the Seventh Sub-Indicator “Willingness”

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16.	I am willing to participate actively when English songs are used.	10 (10,5%)	37 (38,9%)	41 (43,2%)	6 (6,3%)	1 (1,1%)
17.	I want the teacher to continue using English songs in English lessons.	46 (48,4%)	28 (29,5%)	17 (17,9%)	3 (3,2%)	1 (1,1%)
18.	I am ready to engage in classroom activities even when English songs are played.	18 (18,9%)	22 (23,2%)	38 (40,0%)	17 (17,9%)	0 (0%)
Total		74 (26,0%)	87 (30,5%)	96 (33,7%)	26 (9,1%)	2 (0,7%)

The table explains the percentage results for the “Willingness” sub-indicator among 11th-grade students at SMAN 1 Tembilahan. The percentage

of students who answered “Strongly Agree” was 26.0%, “Agree” was 30.5%, “Neutral” was 33.7%, ‘Disagree’ was 9.1%, and “Strongly Disagree” was 0.7%. The 33.7% in the “Neutral” category is the highest. This indicates that the majority of students remain neutral regarding their willingness to actively engage in English language learning when English songs are used. Nevertheless, the combined percentage of “Agree” and “Strongly Agree” indicates a positive attitude among some students regarding their willingness to learn. Thus, the conclusion from the Willingness sub-indicator shows a generally neutral attitude, with a positive tendency among students regarding the use of English-language songs in English language learning.

Table IV.27 The Students’ Attitude Responses Percentages on each Sub-indicators

No.	Indicators	Sub-indicators	Percentages (%)	Classification	Overall Mean Score	Criteria
1.	Cognitive	Perceived Usefulness	79%	Positive	79,1%	Positive
		Understanding	72%	Positive		
2.	Affective	Self-confidence	78,2%	Positive		
		Anxiety	89,4%	Strongly Positive		
		Enjoyment	86,4%	Strongly Positive		
3.	Conative	Intrinsic Motivation	74,6%	Positive		
		Willingness	74,4%	Positive		

Based on the table, it can be seen that the results regarding the attitudes of 11th-grade students at SMAN 1 Tembilahan toward the use of English-language

songs in English language instruction show positive results. The results for each sub-indicator are as follows: perceived usefulness at 79%, understanding at 72%, self-confidence at 78.2%, anxiety at 89.4%, enjoyment at 86.4%, intrinsic motivation at 74.6%, and willingness at 74.4%. Overall, an overall mean score of 79.1% was obtained, which falls into the “positive attitude” category. This indicates that the use of English songs in English language learning has a positive impact on students’ attitudes, particularly in enhancing their comfort, interest, and motivation to learn.

B. Research Findings

The use of English-language songs in English language learning has a positive impact on students’ learning process, particularly in increasing their interest in learning and reducing boredom. Based on the results of the questionnaire distributed to the respondents selected as the sample, it was found that, overall, students responded positively to the use of English-language songs in the classroom.

The analysis results show that for each sub-indicator, the following results were obtained: perceived usefulness at 79%, which falls into the “positive attitude” category; understanding at 72%, which also falls into the “positive attitude” category; self-confidence at 78.2%, which falls into the “positive attitude” category; anxiety at 89.4%, which falls into the “strongly positive attitude” category; enjoyment at 86.4%, which also falls into the strongly positive attitude category, intrinsic motivation at 74.6%, which falls into the positive attitude category, and willingness at 74.4%, which falls into the positive attitude category. Furthermore, based on the overall calculation of

all sub-indicators, an overall mean of 79.1% was obtained, which falls into the positive attitude category. This indicates that, in general, ⁴³ students have a positive attitude toward the use of English songs in English language learning, particularly in enhancing students' interest, comfort, and motivation to learn.

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine students' attitudes toward the use of English-language songs in English language learning in the 11th grade at SMAN 1 Tembilahan. In this study, the researcher distributed questionnaires to 95 students who had been selected as the research sample. Based on the results of the data analysis, the majority of students demonstrated a positive attitude toward the use of English-language songs in the learning process, as shown by the overall mean score of 79.1%, which falls into the "positive attitude" category. In terms of the cognitive indicator, which consists of perceived usefulness and understanding, the mean score was 75.5%, with perceived usefulness at 79% and understanding at 72%, indicating that students generally perceived English-language songs as useful and supportive of their understanding in learning English. The affective indicator obtained the highest mean score of 84.7%, categorized as a "strongly positive attitude," consisting of self-confidence at 78.2%, anxiety at 89.4%, and enjoyment at 86.4%, indicating that students generally experienced positive feelings, comfort, enjoyment, and reduced anxiety during English language learning. Meanwhile, the conative indicator obtained a mean score of 74.5%, categorized as a "positive attitude," with intrinsic motivation at 74.6% and willingness at 74.4%, indicating that students showed positive motivation and willingness to engage in English language learning through songs. Overall, these findings indicate that students had positive attitudes toward the use of English-language

songs across the cognitive, affective, and conative aspects, with the affective aspect showing the highest percentage.

The use of songs not only helps create a more enjoyable learning atmosphere but also enhances students' interest in learning, motivation, and sense of comfort, while reducing boredom during English language instruction. In addition, the research findings also indicate that the majority of students agree that English-language songs should continue to be used in English language instruction in the classroom. Thus, it can be concluded that students in grades XI.1 through XI.4 at SMAN 1 Tembilahan have a positive attitude toward the use of English-language songs as a medium for English language instruction. Therefore, the use of English-language songs can serve as an effective alternative teaching medium to support the teaching and learning process in the classroom.

B. Suggestion

Based on the above conclusions, the researcher offers the following recommendations:

1. For Teachers

Teachers are encouraged to consider using English-language songs as one of the learning media in English language instruction, particularly to create a more comfortable and enjoyable classroom atmosphere. Based on the findings of this study, students demonstrated positive attitudes toward the use of English-language songs, especially in terms of enjoyment, comfort, and reduced anxiety. Therefore, teachers may use songs as a

complementary medium that supports students' engagement and positive feelings during English language learning.⁸

2. For Students

Students are encouraged to actively participate in English language learning activities involving English-language songs. They may use songs as an additional learning medium to make learning more enjoyable and to support their interest and motivation in learning English.⁴ Students are also encouraged to participate actively in song-based learning activities provided by their teachers.

3. To Other Researcher

³² Future researchers are encouraged to conduct further studies on the use of English-language songs in English language learning by employing different research methods, instruments, or research subjects. Since this study focused on students' attitudes, future studies may investigate the effectiveness of English-language songs in developing specific English language skills, such as listening, vocabulary, pronunciation, speaking, reading, or comprehension. Experimental or other appropriate research designs may also be used to examine²⁴ the effects of English-language songs on these specific skills.⁷

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