

**THE EFFECTIVENESS OF USING ENGLISH SONGS  
AS WARMING UP ACTIVITY TO ENHANCE STUDENTS'  
MOTIVATION IN ENGLISH CLASSROOM  
AT THE EIGHTH GRADE OF SMPN I ENOK**

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### **ABSTRACT**

Motivation is a factor which important in do something. For the Students, motivation is one factor that influences the teaching-learning process in the classroom. This time, motivation is a factor that becomes a problem for the students SMPN I Enok. This problem is the background of the problem in this research. To solve the students' motivation in the English classroom, the researcher conducted the experimental research with a quasi-experimental design with applying the English song as a warming-up activity to solve the problem. This research aimed to know the effectiveness of using English songs as a warming-up activity to enhance students' motivation in the English classroom at the eighth grade of SMPN I Enok. The data collection technique in this research was a questionnaire, and the instruments were 15 *Close Ended* statements using *the Likert Scale type*. This research sample was 50 students of the eighth-grade SMPN I Enok as a control and experimental class. After getting the data using the questionnaire, the researchers found that English song as warming up activity was useful to enhance students' motivation in English classroom with the result *t-observed* was 19,85 while *t-table* was 2,01 from 5% and 2,68 from 1%. The *t-observed* score was higher than the *t-table*. Based on the result, H<sub>0</sub> (null hypothesis) is rejected, and H<sub>1</sub> (alternative hypothesis) is accepted. It also means that English song as warming up activity was sufficient to enhance students' motivation in the English classroom at the eighth grade of SMPN I Enok in academic years 2018/2019.

**Keywords:** *Warming up Activity, Motivation, English Song.*

### **INTRODUCTION**

Since the English language has been a global communication and has to be the international language, it is crucial. Since they were in Elementary School, junior high school, and senior high school, English has been taught to the students. However, many junior high school students complain that they feel bored doing the monotone activity in class. This statement was supported by Eragamreddy (2013: 37), using warming

activities up can be one way to bring variation in-class activity and to make the students motivated.

As they did not feel interested in the class, they cannot progress much in English learning. Unfortunately, many teachers ignored whether or not students feel interested and motivated to work with the activities they provide in classes. It needed to find out how to keep students' interest in learning.

Following on observation above, the researcher found the problem in the English classroom. There was the students' motivation in the English classroom is limited. It has been a reason why the students often just attended the class while their body in the English classroom but their mind was somewhere else or the students often got confused how said something in English, even the simple sentences.

One day, where the researcher used modification from English song to improve students' motivation, there has been student looked very interested when they hear the song. From all this fact, the researcher looked at the song can enhance students' motivation in the English classroom.

Based on the explanation above, the researcher is interested to know what English song as warming up activity can enhance the students' motivation. So, the researcher researched the effectiveness of using English song as warming up activity to enhance students' motivation in the English classroom at the eighth grade of SMPN 1 Enok.

## **LITERATURE REVIEW**

### **Definition of Motivation**

According to Harmer (2001: 51) understandably defines motivation: "Some internal drive which pushes someone to do things in order to achieve something, and addition Woolfolk (2017) said that motivation is usually defined as an internal state that arouses, directs, and maintains behavior".

The kinds of motivation have been two parts are extrinsic motivation and intrinsic motivation. It was supported by Dale H, Schunk (2008: 236) classify that motivation is divided into two parts as extrinsic and intrinsic motivation. There are two sorts of motivations, according to Nawawi (2012), as quoted by Amri & Syafrizal (2020:125); intrinsic motivation derives from within the individual. It is solely from the

heart, on the other hand, and other individuals attain extrinsic motivation. Typically, the setting, reward, title, or others may affect it.

According to Santrock (2004: 441), Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test to obtain a good grade in the course."

And then, according to M. Kay Alderman (2004: 247) said that "the intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learn, and challenge.

### **Warming up Activity**

According to Nemati and Habibi (2012: 21), warming up activity helps students trigger their existing knowledge and drive their minds towards the main activity.

Furthermore, Treko (2013: 215) different types of warming activity up such as song, game, and discussion question can get students' attention in class. According to Simms, R. Bryan (1993: 29), a song is a short piece in one concise movement for the medium of solo voice and piano.

### **RESEARCH METHOD**

The research design used a quasi-experimental research method supported by a quantitative approach. According to Gay and Airasian (2000: 367), experiment research can test the hypothesis to establish cause and effect relationship. Moreover, Sugiono (2010: 114) states that a quasi-experimental design is a design that has a control group but cannot control the out factors that affect the experimental experiment. The researcher used the experimental research method and quantitative research to know the effectiveness of using English songs as a warming-up activity to enhance students' motivation.

The design in this research was a Quasi-experimental design as a kind of research design that involved collecting the data in finding out the different effects of control class and experiment class by using a treatment in the teaching-learning process. So it was done during class hours.

In this research, the population of the research included all second-grade students of SMPN 1 Enok. They are divided into two classes, namely: VIII.1, VIII.2. Each class consists of 25 and 25 students. So, the population in this research is 50 students.

The researcher used the purposive sampling technique to establish which one has been experiment and control group. The purposive sampling technique is a technique to get a sample that contains judgment (Sugiono, 2001: 6). With this technique, the researcher got the result of was VIII.1 class as a control group and VIII.2 class as an experimental group. The reason why the researcher took the VIII.2 class as experimental group and another group as a control group because the researcher found that the score the student's motivation of VIII.2 class, especially in English study, was lower than VIII.1 class, so the researcher wants to applied English song as warming up activity to enhance students' motivation and solved students problems in English study.

To enhance students' motivation in the English classroom at the Eighth Grade of SMPN 1 Enok. The researcher used questionnaires as the instrument and where uses a close-ended type.

According to Sugiono (2000: 99), the questionnaire collects data by delivering some question or written statement to this respondent to get the answer. Although, Nasution (2011: 128) said the questionnaire is a list of questions distributed to the respondent to get the information or date to several samples.

**Table 1. The score of Likert Scale**

<b>Answer</b>	<b>Score</b>
Strongly agree	5
Agree	4
Enough	3
Disagree	2
Strongly disagree	1

(Riduwan, 2013:13)

**Table II. Blueprint of Questionnaire**

No	Indicator	Amount of Question	Question Number
1.	The pretension and desire successes	3	1, 6, and 11
2.	The motivation and needs in learning	3	2, 7, and 12
3.	The existence of future wishes	3	3, 8, and 13
4.	Interesting activity in learning	3	4, 9, and 14
5.	The existence of a conducive environment in learning	3	5, 10, and 15
TOTAL		15	15

In this research, the researcher used a questionnaire as an instrument; there got a pre-test and post-test. The researcher conducted the pre-test before giving treatment, and the researcher conducted the post-test after the given treatment. The procedure as follows:

1. Experiment group

*Pre Test*

At the first meeting, the researcher conducted pre-test for students VIII.2 grade of SMPN I Enok where the researcher used a questionnaire as an instrument and used a close-ended type.

*Treatment*

In the second meeting, the researcher applied English songs as a warming-up activity in the English class.

*Post*

-test

At the last meeting, the researcher conducted Post-test for students VIII.2 grade of SMPN I Enok after given treatment (English song as warming up activity) and questionnaire as an instrument.

2. Control Group.

*Pre Test*

At the first meeting, the researcher conducted a pre-test for students VIII.1 grade of SMPN I Enok where the researcher used a questionnaire as the instrument and used a close-ended type.

*Treatment*

In the second meeting, the researcher applied discussion questions as a warming-up activity in the English class.

*Post Test*

At the last meeting, the researcher conducted Post-test for students VIII.1 grade of SMPN I Enok after given treatment (discussion question as warming up activity) and questionnaire as an instrument.

**FINDINGS AND DISCUSSION**

The researcher found no significant effect before the implementation of English song as warming up activity. After its implementation, the researcher found a significant effect to enhance students' motivation in the classroom at the VIII Grade of SMPN I Enok. This was shown in the pre-questionnaire statistical analysis (before giving treatment) where  $t\text{-observed} \leq t\text{-table}$  ( $-4,40 \leq 2,01$  or  $-4,40 \leq 2,68$ ), which means there were no significant students' motivation between experiment class and control class in English classroom at VIII grade of SMPN I Enok. Moreover, also after giving the treatment of using English song as warming up activity shown in the statistical analysis of post-test showed that  $t\text{-observed} \geq t\text{-table}$  ( $18,48 \geq 2,01$  or  $18,48 \geq 2,68$ ), it means that there was a significant effect the implementation of using English song as warming up activity toward students' motivation in English classroom at the VIII grade SMPN I Enok.

**CONCLUSION**

As we knew, warming up activity has been useful for the student to enhance students' motivation and then English song also has been useful for its. Because using English song as warming up activity can be used to get students' attention in the classroom.

The motivation was one of another which influential the students in the English classroom. To know the effectiveness of used English songs as a warming-up activity to enhance students' motivation in the English classroom, the researcher conducted the research. After researching SMPN I Enok, the researcher found that  $t\text{-observed}$  is higher than  $t$  table ( $18,48 \geq 2,01$  or  $18,48 \geq 2,68$ ) at the level of significant 5% or 1% with the degree of freedom ( $df$ ) = 48. It means that the null hypothesis was rejected ( $H_0$ ) and the alternative hypothesis ( $H_1$ ) accepted. It also means that used English songs as a warming-up activity were sufficient to enhance students' motivation in the English

classroom. Based on the information above, it can be concluded that using English songs as warming up activity was applied well; it showed in the statistical analysis.

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