

Chapter One

Introduction

In this research, the researcher emphasizes some problems that will be discussed in this chapter. In short, this chapter discusses background of the study and identification of the problem. In addition, limitation of the problem and research questions also will be discussed in this chapter. Moreover, the purpose of the study, significance of the study, and outline of the research will be discussed in this chapter.

Background of the Study

The proficiency of using English in Asia is still low (Butler, 2015). According to Jong (2015) English proficiency in Indonesia has not increased yet. In addition, Jong (2015) in EF EPI (Education First of English Proficiency Index) said that Indonesia only gets score 53.91 out of 100 in worldwide ranking and Indonesia ranked 28th out of 63 countries. Even though English has been learnt for six years in school (junior high school and senior high school), students who learn English still cannot be communicative when they graduate from their school because English language has small portion in Indonesian curriculum (Jong, 2015). Moreover, the low chance on using English in daily life has influenced students' communicative proficiency (Butler, 2015). As a consequence, it also can decrease students' proficiency in using English as their L2 learning.

One of the factors that can influence L2 learning is motivation. Motivation plays an important role to increase students' L2 proficiency in learning English (Al-Tamimi & Shuib, 2009). It also cannot be disputed that motivation could enhance students' L2 proficiency in learning English (Al-Tamimi & Shuib, 2009).

In addition, Dörnyei and Csizér (1998) pointed out that the most significant factor that can improve students' L2 proficiency is motivation. Therefore, in order to increase students' motivation many factors influencing students' motivation should be given attention.

Enjoyable activities can be one of factors which can influence students' motivation in learning English. Dörnyei (2001) stated that students will show their excitement in learning if they enjoy the activity. Because of that, learning has to be interesting. It can support students to get involved with learning activities. The activities in learning also should be able to attract students' motivation. In addition, the activities do not have to be complicated but the activities have to be efficient so that the students can enjoy the activity. Moreover, they should not be a boring task or student would not engage with the activity (Dörnyei, 2001). Enjoyable activities will keep and secure students' motivation to learn English.

Listening to English songs is an enjoyable activity for students to learn English. Listening to English songs may motivate students to learn English (Aguirre, Bustinza, & Garvich, 2016). Students prefer listening to English songs as their activity in learning English (Millington, 2011). In addition, Shen (2009) stated that students enjoy listening to English songs when they learn English. According to Millington (2011) students are easy to acquire the foreign language as their L2 with listening to English songs. Listening to English songs also can develop students' listening skill from the intonation and rhythm of songs (Aguirre, Bustinza, & Garvich, 2016).

Listening to English songs as an enjoyable activity regularly can become a habit for students in learning English as their L2. This habit is not only done while they are learning English. Sometimes, this habit also happens in their leisure time. However, some students do not know that this regular activity becomes their habit. The habit may indicate that students are motivated to learn English (Shen, 2009). Therefore, many researchers such as Aguirre, Bustinza, and Garvich (2016), Shen (2009) and Millington (2011) mentioned that if students' habit of listening to English songs in learning English increased, students' motivation in learning English will also increase.

The current research investigated whether there is correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. The first reason is that this research has not been conducted yet at English Education Department of Universitas Muhammadiyah Yogyakarta. Moreover, this research is also done because the researcher's own experience that sometimes the researcher was bored in the classroom while learning English and listening to English songs when the rest time to increase researcher's motivation in learning English. The researcher also finds that some students at EED of UMY do the same activity like listening to English songs in the break time when they feel the classroom activity was boring to increase their motivation in learning English. Meanwhile, the researcher does this research for students of EED UMY batch 2016 because students of this batch are still in skill based developing English language proficiency. Hence, this current research uses integrative and instrumental motivation to access students' motivation in learning English because most of students of EED of UMY learn English for looking better jobs,

study abroad, and know the English tradition and custom. Therefore, this research may show the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

Identification of the problem

There are many factors that influence students' motivation. Some of them are enjoyable activities (Dörnyei, 2001). Moreover, there are many kinds of enjoyable activities which are watching movies, reading activities and listening to English songs (Aguirre, Bustinza, & Garvich, 2016). Meanwhile, students enjoy the classroom activities when they are listening to English songs (Shen, 2009). In addition, students are easy to understand the foreign language when they are listening to English songs (Millington, 2011). However, there are not many students know that listening to English songs have correlation with their motivation in learning English. Therefore, this research is designed to see the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

Limitation of the problem

This research only focuses to find out the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. More specifically, this research explores students' motivation in learning English batch 2016. In addition, this current research uses integrative and instrumental motivation to access students' motivation in learning English because most of students of EED of UMY learn English for looking better jobs, study abroad, and know the English tradition and custom. Therefore, this research

may show the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

Research Questions

The research question of the correlation between EED of UMY Students' habit of listening to English Songs' and Their Motivation in Learning English:

1. How is the EED of UMY students' habit of listening to English songs?
2. How is the EED of UMY students' motivation in learning English?
3. What is the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English?

Purpose of the research

The research aims at the correlation between EED of UMY Students' habit of listening to English Songs' and Their Motivation in Learning English:

1. To discover the EED of UMY students' habit of listening to English songs
2. To explore the EED of UMY students' motivation in learning English
3. To find out the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English

Significance of the research

In this sub chapter, this research explains the significance of this research. This research shows the significance for the researcher, students of EED of UMY, teachers and the other researchers.

For the researcher. The researcher know the correlation between EED of UMY students' habit of listening to English songs and students' motivation in learning English. In addition, the researcher of this research can use English songs to teach students in the future to increase their motivation in learning English.

For students of EED of UMY. The students of EED of UMY can listen to English songs to increase their motivation in learning English. Hopefully, students of EED of UMY also can increase their listening skill in learning English by listening to English songs.

For teachers. This research may inform the teachers that there is correlation between students' habit of listening to English songs and students' motivation in learning English. In addition, the teachers can use English songs as material of lesson plan to increase students' motivation in learning English.

For the other researchers. The other researchers can use this current research as a reference. Therefore, this research can be developed by using another design by the other researchers.

Outline of the research

This research consists of five chapters. Chapter one is introduction. It contains background of the study, identification of the problem, limitation of the problem, research questions, purpose of the research, significance of the research, and outline of the research. The background of study defines and explains what the researcher's reason to choose this topic as a research. Identification and limitation of problem explain about the problems of this research and the area that the researcher makes. Research questions such as "How is the EED of UMY students' habit of listening to English songs?", "How is the EED of UMY

students' motivation in learning English?" and "What is the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English?" and purpose of the research explain about what the problems from this research would be talked about and what the resolutions for this research. Significance of the research explains about what is the use of this research for the researcher, for the reader, and for the other researcher and the outline of this research would talk about contain of each chapters that took place in the end of chapter one.

Chapter two is literature review. It consists of conceptual framework and hypothesis. Conceptual framework explains about the theory that researcher uses in this research. The researcher uses expertise's theory as reference to explore this research. Researcher will uses the citations as hint for the reader to see the reference that researcher use. Researcher also mentions the name of expertise that researcher use in this research. Hypothesis explains the idea from the researcher that has not improved yet.

Chapter three is methodology. This research uses quantitative as the method. In addition, this research uses explanatory correlation design to access the data. Population of this research is 91 students of EED of UMY batch 2016 and sample for this research is 79 students of EED of UMY batch 2016. In addition this research uses two-part of questionnaire to gather the data which are to access the EED of UMY students' habit of listening to English songs and the EED of UMY students' motivation in learning English. Moreover, this research uses descriptive and inferential statistic to analysis data.

Chapter four is results and discussion. The results and discussion of each research question is defined using descriptive and inferential statistic. The mean score of the EED of UMY students' habit of listening to English songs was 2.72 which meant that students batch 2016 generally *often* listen to English songs when they learnt English. In the other hand, the mean score of the EED of UMY students' motivation in learning English was 3.35 which meant that students batch 2016 had high motivation in learning English. Then, the r value of the correlation between students' habit of listening to English song and students' motivation was 0.386. The r value is higher than r table which is 0.220. Therefore, there is a moderate correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

Chapter five is conclusion and recommendation. The conclusion of this research is there is correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. In addition, the recommendation of this research for students, lecturers and the other researchers will also explain this chapter.