

USING ENGLISH SONGS TO MOTIVATE JUNIORS' LEARNING ENGLISH AT TAY DO UNIVERSITY IN VIET NAM

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ABSTRACT

Since period of international integration, English language has always been a challenge for second language students to master. Although students clearly understand how important this hard process is, it is too difficult to find the best study method for their education path. Therefore, to help students have motivation in learning English, the researchers proposed using English songs in motivation for the process of English learning. English songs bring a lot of knowledge about the culture and identity from which they were produced, as a cultural phenomenon. They are not only the free world for students' mind, but also a friend that students can learn a lot of things from. This descriptive research presents the process of the study about "Using English songs to motivate juniors' learning English at Tay Do University in Viet Nam" The participants were 38 juniors from the Bachelor of English course 14 at Tay Do University. Questionnaire and interview were used as two instruments to collect the data. The results revealed that this method was very effective in improving students' English level in many aspects such as vocabulary, pronunciation and listening skills. Although juniors majoring in English had been using English songs to motivate themselves in learning English, they did not seem to have any intention of turning this method into a lasting learning style. In addition, it could be seen that we need more intensive studies on the practicality of listening to English songs in motivating students to learn English, so that it can be applied as a widely accepted method to the improvement and development of students' English.

Keyword: *English songs, learning English, University*

1. INTRODUCTION

1.1 Rationale

As a rule, in most countries, English is a super important tool to connect people all over the world. The aims of learning English are to develop the ability to communicate with another people, to find a good job, to get higher education and so on. However, Vietnamese students are seen learning English hard. Although they have been spending at least ten years of learning English, they are not still proficient in this language and always make unnecessary mistakes in their learning. This is the reason why Vietnam have got an average score in EF English Proficiency Index, quickly declined the chart and ranked no.65 worldwide as of 2020.

Nevertheless, there are a lot of factors influencing for low proficiency in English among Vietnamese students. Especially, that might be attributed to the student's motivation towards English language. According to Hayikaleng, Nair & Krishnasamy (2016), "*Motivation is regarded as an important component to make students success in their English learning.*" Moreover, Tambunan & Siregar (2016) also confirmed that, "*Motivation and educational achievements as reflected in grading point average are positively correlated at all levels of schooling, elementary through college.*" So, in learning a second or foreign language, determination and motivation need to be kept in hand. Without motivation during the process of learning, students cannot perform or learn a language.

In fact, there are countless ways to create endless motivation for learning English, from personal interests such as reading books, reading comics, watching movies, watching news, playing games and so on. Most of these activities require students to absorb and use their brains to the fullest. Then they can improve many skills such as listening, speaking, reading and writing, and acquire a lot of interesting knowledge. On the other hand, listening to English music is a soothing and relaxing activity, and especially has many positive effects for motivation and learning English. Students can increase their vocabulary, learn a lot of new cultural knowledge or improve their listening and speaking skills. Someone who likes listening to music surely will sing. Both of these activities will help students learning English very well.

Music is something that is naturally emotional for most people and songs are in fact language mixed with rhythm and sounds. Therefore, using them in the English language classrooms could be a successful method. Actually, "*In second*

language acquisition, songs can reduce affective barriers and anxiety and therefore help students who are inhibited in their learning process.” (Merriam, 1964; Coe, 1972; Claerr & Gargan, 1984; Wilcox, 1995). Besides, music can transform any room to a pleasant and positive learning environment in which students can flourish academically, socially and emotionally. It becomes interesting when students can take advantage of something that is pleasant and fun, and using it as a teaching technique to achieve a favourable language development for them.

In summary, the majority of learners who engage in studying English do not have their motivation. Nonetheless, in order to motivate students' learning English by music, the research on using English songs to motivate students' learning English is needed. Therefore, the researchers decided to carry out a research on "Using English songs to motivate juniors' learning English at Tay Do University."

1.2 The significance of study

This research is conducted to clarify positive effects of using English songs to motivate juniors' learning English at Tay Do University. Through the research results, it can be realized that if using English songs could become the way to motivate students in learning English and what effects English songs have on learning English for juniors at Tay Do University.

2. LITERATURE REVIEW

2.1 The definition of motivation and its importance

Generally, motivation is one of the significant factors among age and personality in almost every aspect of human behaviour. Motivation can be defined as “*One's direction to behaviour or what causes a person to want to repeat behaviour and vice versa*” (Alizadeh, 2016). When one decides to make or not to make something, their choices are always influenced by their motivational state. Keller (1983) noted that, “*Motivation are the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect.*” As when someone wants to become a good student, their motivation to be best at everything clearly affects the way they do their best to learn subjects.

Besides, according to Lai (2011), “*Motivation refers to reasons that underlie behaviour characterized by willingness and volition.*” That involves a constellation of closely related beliefs, perceptions, values, interests, and actions of human. Therefore, motivation can be understood as the combination of attempt plus desire which gives the reasons for people's actions, determination, and needs to obtain the objective of learning. However, even with the best administrators, faculty, curriculum, and materials in place, if students are not motivated to learn and excel, achievement gains will be difficult, if not impossible.

In fact, the motivation of students' language learning gradually disappears after a number of years. By getting motivation students will be spirited in learning. As a result, they will be motivated to study English well. They should be aware of the significance of motivation in their learning and find the way to increase their motivation. In fact, “*Without desire to learn, it is very difficult for learners to gain effective learning.*” (Alizadeh, 2016). Indeed, Ellis (1997) considered motivation as “*The exertion; which learners contribute into learning a second language because of their need or desire to learn it.*” Maybe the nature of motivation has the relationship with such elements as cognition, feelings and emotions, and environment. As when learners recognize the need to use the second language in fluently in order to communicate or to fulfil professional ambitions, they will be motivated to acquire understanding in community.

Motivation really plays a significant role in the process of learning a language. The core of motivation is what might call passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is link to learner's passion. Moreover, learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. Because learners have different purposes for studying a language, they should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

To summarize, motivation is very necessary in learners' education path. It affects students' attitude and achievement. They will find joy in learning and be showed to comprehend English well. One who has no motivation in learning will not be possible to implement learning activities.

2.2 Types of motivation

Instrumental Motivation

The motivation is called instrumental motivation when a learner aims at more utilitarian purposes or because of practical reasons such as getting into a college, a better grade, a better job or a salary bonus. Hudson (2000) stated that, “*Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second*

language.” Tileston (2010) also defined, “*Instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize.*”

Instrumental motivation refers to a practical or pragmatic reason for language study. Moreover, Gardner and Lambert (1972) found that, “*Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college.*” They were responsible for proposing the most commonly used framework for understanding the different motivations that language learners typically have.

Generally, instrumental motivations for language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into medical school. The motivations described here range from using the language to study philosophy to imagining a career in beer production. In addition to having different reasons for language learning, some of learners described here are more strongly motivated than others. In other words, Alizadeh (2016) stated that, “*Instrumental motivation are learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.*”

Integrative Motivation

Essentially, integrative motivation is relating with particular culture and people. Integrative motivation is oriented towards learning more about the other cultural community as if a learner would become a potential member of that. Some learners, who are integratively motivated, want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Qashoa (2006) said that, “*Integrative motivation is distinguished by the learners’ positive attitude towards the target language group, and the desire to interact with those group members.*”

Besides, Tileston (2010) defined, “*Integrative motivation as the evolvment that generates from inside.*” Learners do something for the pure pleasure of doing it. Furthermore, Gardner (1985) said that, “*Integrative motivation refers to a favourable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language.*” Some learners have a personal affinity for the people who speak a particular language. Integratively motivated learners may have significant others such as family members who speak the language and heritage language learners typically have a particularly strong integrative motivation for language learning.

Several studies have found that language learners who are integratively motivated are more successful than those who are instrumentally motivated; it is likely that integratively motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated students especially in North America. To clarify, “*Integrative motivated is the condition when learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture*” (Rehman, 2014).

Intrinsic Motivation

Intrinsic motivation is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity. According to Ryan and Deci (2000), “*Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence.*” They also said that, “*Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable.*” When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.

Particularly, when someone already has intrinsic motivation, rewarding him or her can actually decrease their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance. However, when someone is not interested in a subject - meaning they have no intrinsic motivation to learn about it - giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them.

Besides, Deci and Ryan (1985) had a clear concept about intrinsic motivation as “*Intrinsic motivation is: in evidence whenever students’ natural curiosity and interest energizes their learning.*” When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish. Similarly, Hayikaleng, Nair & Krishnasamy (2016) stated that, “*Intrinsic motivation in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part.*” Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are enticed by their intrinsic motivation; they study English because of their internal urge.

Extrinsic Motivation

Extrinsic motivation is a drive that comes from outside of a person. Ryan and Deci (2000) assumed, “*Extrinsic motivation refers to doing something because it leads to a separable outcome.*” People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment. For example, working towards gaining a reward of some kind can be helpful when you need to complete a task you might normally find unpleasant. Or in classroom, a student is participating in tasks because he or she wants to avoid the teacher’s hard word.

Likewise, Hayikaleng, Nair & Krishnasamy (2016) defined that, “*Extrinsic motivation refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid*

from punishment.” Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on.

However, in some cases, a type of motivation can lead to one of the other types of motivation. As extrinsic motivation may turn out to be integrative motivation if someone else wants the second language learner to know the second language for integrative purposes; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the second language learner to learn the second language.

Moreover, intrinsic motivation can turn out to be integrative motivation if the second language learner wants to integrate with the second language culture; intrinsic motivation can also turn out to be instrumental motivation if the second language learner wishes to gain aims using second language. Likewise, learners with the same integrative motivation can indicate great differences of intrinsic and extrinsic motivation. For this reason, Brown (2000) emphasized that, *“Intrinsic and extrinsic motivation is pertinent to integrative and instrumental motivation is related to the second language learning.”*

In conclusion, though many researchers found that the role of motivation can be different for different learners, all types of motivation have energy and reason for learning a new language. In the learning process, learners may start with one motivation but end up with another; or they have different motivations which all change over the long term; all sorts of things could happen.

2.3 The effectiveness of using English songs in learning English

Besides reducing stress and anxiety of human, processing emotions and strengthen their resolve with being overwhelmed, music is a way to improve our rudimentary grasp of the English language. This part will show the way to find out suitable English songs in learning English and the effectiveness of using English songs in learning English in vocabulary, pronunciation and listening skill.

2.3.1 Suitable songs for learning English

The song may also be referred to as a relatively short musical composition with words or lyrics for the human voice. Almutairi and Shukri (2016) claimed that, *“Songs are a singing work of art and can be accompanied by or go without instrumental accompaniments.”* Songs, however, vary from the scientific and formal text as they contain rhymes and an informal style of expression. Songs captivate and immerse learners in a culturally rich resource, and since they are less daunting, they can be used as part of classroom activity. In addition, *“By using songs as part of the classroom practice, language learning can be facilitated by improving the language skills of learners listening, speaking, reading, and writing, as well as pronunciation, rhythm, grammar and vocabulary”* (Razak and Yunus, 2016).

By and large, songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used in learning and develop every aspect when studying a language. Sevik (2011) explained that, *“Listening comprehension is best taught through songs.”* In like manner, Murphey (1992) found that songs have many benefits for learners as *“Improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills”* and songs are *“Useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.”*

Actually, there are a lot of suitable English songs for learning English. However, finding out the most suitable English songs for the process of learning English is not easy. Because there are a lot of problems surrounding such as which genre is suitable, what content is right and what influences are good for each learning stage. Example, starting the process of learning English with a fast-paced rap full of abstract words, slang words and vulgar words is a super wrong decision.

Even so, students can hardly avoid encountering difficult words such as polysemy or metaphor in listening to a song, and the humming also affects the pronunciation of words. Then, they should choose an English song that is not too fast, easy to sing along, not too long to remember quickly, and especially, almost the words are clear when beginning to study English from them. Although they can try to develop their language level step by step by listening to slow English songs then fast English songs, it is still hard for them to listen to almost the lyrics in a song. Therefore, some genres of English music are practical and applicable for learning English, are Pop Ballad, Country and Bedroom Pop.

Pop Ballad Music

Ansel (2021) noted that, *“Pop ballads are slow tempo or mid-tempo emotional songs with an aesthetic blend of melody and harmony. Although this style of music is associated with romance, intimate relationships, and breakups, a number of modern ballads showcase varied themes about loneliness, war, death and religion. Feelings that come forth through unrequited love and desire are expressed in a solemn but endearing manner.”*

They have catchy melodies, familiar words, and gentle emotional content. Besides, there are a lot of songs that hit the world charts in this genre such as “All of Me” by John Legend, “All By Myself” by Eric Carmen, “Because of You” by Kelly Clarkson or “Hallelujah” by Alexandra Burke, etc. Thus, with the popularity and love for pop ballad songs, learners can definitely see many groups studying together to improve our English level.

Country Music

Alyssa (2021) claimed that, *“Country music is not all pickups, whiskey, fights and American flags. Sure, some of it is, but at its core, country is all about overcoming hardship, familial pride and heartbreak. A number of country artists have had crossover success with their love songs. In recent decades, the mainstream success of country music has been phenomenal. It is the attention to detail in their lyrics that make country singers beloved around the globe. Their sentimental lyrics bring up powerful memories in the minds of the listeners.”*

So, the calm melodies are like sweet lullabies, continuous rhythm as endless qualms, or the dusty flavour from a far off land, all of them are converge in country music. Some featured songs of this genre include “Jolene” by Dolly Parton, “Take Me Home Country Roads” by John Denver, “Love Story” by Taylor Swift, etc. The rustic lyrics and the tormenting melody make learners mutter incessantly, definitely not a bad choice for those who want to learn English from them.

Bedroom Pop Music

Bedroom pop has emerged as *“A music movement fuelled by online platforms, easy access to high-quality music software and algorithmically driven recommendation systems”* (Olivia, 2020). In general, this is a new genre of music that has emerged in recent years and is mostly made by current young people. Many musicians have found success starting on the internet before signing with a record label to cement their rise to stardom. Moreover, the content of the songs revolves around issues that young people have faced such as liking someone, worrying about the future, and troubles in life or some kinds of quite heavy topics such as depression, LGBTQ+ and domestic violence. Popular songs of this genre can be mentioned as “Copycat” by Billie Eilish, “This is Home” by Cavetown, “Heather” by Conan Gray, “One Last Time” by Summer Salt and “Lover Is A Day” by Cuco, etc. The gentle sound contains fatigue, sympathy with similar thoughts. The world of young people is a rather special place to immerse anyone in and learn about matters that learners are interested in. This type is extremely suitable for young people in the process of improving English.

As shown above, music and songs are essential parts of learning. They are one of the best ways to create such a natural, anxiety-free environment is through interesting activities. Besides, they are really useful tools for learning the language and which do not put pressure on students to immediately produce the language but to start doing it only when they are ready. However, students should choose songs with lots of rhyming words and rhythms that repeat to make it easier for them to learn new words and start singing along. By the way, that will be a great opportunity to combine their interests and learning the language, because if they are interested in a song, they will be determined to understand it in their own ways as a lasting habit.

2.3.2 Vocabulary

Vocabulary is one of the important things to be taught in learning foreign language because it will be impossible to speak up without a variety of words. Laufer (1997) stated that, *“Vocabulary learning is at the heart of language learning and language use.”* Particularly, songs also play an important role to provide the opportunity for vocabulary practice. They are usually based on a theme or topic that can provide the context for vocabulary learning, and its content is extremely diverse, as well as having many different genres.

By singing English songs, remembering rhymes, and finding the meaning of words are great processes for learners to get the first steps of educational success. Learners can learn lots of new words as well as synonyms, antonyms and polysemy. They also can remember vocabulary quickly and longer. According to Krashen (1981), *“We do not learn a language but we acquire it, and songs are great opportunity for students to be implemented in language learning.”*

Moreover, songs help learners know how language is constructed, and assist them to acquire it. The song “Hero” by Mariah Carey, for example, could be used to review faith of human, as though people may feel discouraged or down at times, in reality, they are “heroes” if they look inside themselves and see their own inner strength. Because of rich content and topics, the songs are completely interesting dictionaries for students to explore and learn. Shen (2009) stated that, *“Language and music are interwoven in songs to communicate cultural reality in a very unique way.”* Besides, most English songs are characterized by many of words which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition. So, with many applications as well as many reasons, English songs can help learners improve their language level, depending on the topic, culture or historical event.

After all, lots of the vocabulary and language used in traditional and popular English songs, but that can cause difficulties for language learners due to their use of low frequency and archaic words. So, the suitable songs and the lyrics need to be selected carefully to complement the target vocabulary. That will be a difficulty for learners to find and select songs that are suitable both in terms of vocabulary, topic or theme for their learning process. Nevertheless, out of interest, they can find many interesting things in lyrics that might not be known by studying only in school.

2.3.3 Pronunciation

It is true that English pronunciation is one of the most difficult skills to acquire. Pourhosein Gilakjani (2012) noted that, *“Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.”* When someone learns a new language, especially English, there are lots of unusual sounds our mouths are not used to making. Surprisingly, singing English songs can help students’ mouths to form the right shapes and make these sounds loudly and clearly. When they are often keen to learn how to make new sounds and this can take a great deal of practice. Singing also helps them learn how stronger and weaker sounds are pronounced differently in English. Besides, practising singing in classroom with classmates also help to create a safe space for learners who are too shy or lack confidence when speaking, to practise expressing themselves aloud with others.

Therefore, it is very significant for language learners to learn pronunciation of words through music, because most of these words are being sung by native speakers, which means that they are almost produced with no pronunciation mistakes. These words will have stuck inside learners’ heads, and they will realize different accents represented in these songs. Ahna (2019) noted that, *“English songs are an effective tool to teach English pronunciation since the teacher believes that songs will assist them in pronouncing words.”*

Moreover, students should be able to communicate in English and music will help them to become familiar with accents and presentation. They offer learners a way to look at contractions, elisions, sounds, words and connected speech. On the other hand, songs can allow learners to practice a new sound without producing the same level of boredom or anger. In addition, songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress.

On the other hand, Moriya (1988) emphasized that, *“The value of using songs for pronunciation practice with Asian learners of English due to the phonemic differences between Asian languages and English.”* For example, there are several problematic areas for Japanese students learning English. Ohata (2004) showed the differences in vowels, consonants and syllable types that cause difficulties for Japanese learners of English. Besides, practicing the different sounds by singing songs can be more interesting and enjoyable than other activities such as minimal-pair drills.

In short, by singing English songs, learners can improve their pronunciation, stress, accent, and change intonation smoothly as well as native speakers. They also have enjoyable chance to practice their English skill regularly though talking or singing.

2.3.4 Listening skill

Generally, listening is one of the indispensable abilities in language, especially English. Listening activities also required in academic context, where the students have to deal with listening comprehension in the class. According to Claerr and Gargan (1984), *“Songs have a great effect in the practice of listening, because they are being used in meaningful contexts.”* Besides, Purcell (1992) also claimed that, *“Students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context.”* Therefore, listening to a song over and over again can seem less monotonous because of the rhythm and melody.

Moreover, songs really help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. Griffiee (1988) identified that, *“Songs serve as an excellent listening material.”* At least, students can hear some basic words in a song, or they can hear several difficult words if they have an average listening skill. In addition, English has a stress-timed rhythm, for which songs can help to establish a feeling. So, song can be used as a media to help learners as after listening to the song, they can try their ears to learn listening. They can know some repeated words and roughly understand the meaning of the song. So they may know the key word of the topic in a song, talk or conversation. Besides, they also can see the differences of accents depending on the singer's pronunciation, stress and vocal.

To conclude, listening to English songs can help in improving the ability of listening for learners. In addition to learning new vocabulary, mastering known words, they can also understand the context and content of the song, thanks to the melody and emotion or the way the words connect.

2.4 The relationship between using English songs and motivation

Actually, songs aid motivation and help learners develop a love for language learning. This part will present the relationship between using English songs and motivation as learning style, creativity and imagination and eagerness.

2.4.1 Learning style

When “learning styles” denotes that each student learns differently, the notion of motivation is explained by House (1997) as *“Different people are motivated by different things.”* Therefore, the difference is the common ground between each person's learning style and motivation. However, emotion is the most important thing to be considered in both categories. Because of this reason, the language classrooms should not be a cube where learners sit passively subjected to a teacher, with emotions of hate, anxiety or fear. Lewis and Hill (1992) argued that, *“If you feel pressurized, afraid, or tense, even if you perform at that moment, you will probably forget.”* Not stop at that point, the feeling of fear also

has greater effect on students' later studies and it can destroy students' interest in the subject. And when they lose inspiration, they will also lose motivation. When they are not motivated, their learning style does not matter anymore

For those reasons, it can be seen that songs will be a fun and appropriate way to learn a new language, also become a new learning style for those who want to master English. They create comfort, playfulness and intimacy by their emotional melodies. They make a gentle learning environment full of excitement, as well as a new source of motivation in the learning process. Besides, even when students are not in class, they still can completely learn English by self-study thanks to listening to English songs while relaxing, a two-way street. In addition to being a creative learning style, English songs also partly create excitement and motivation for learners.

In fact, students are often willing to learn to sing a song in a foreign language even if they do not fully understand or partially understand the meaning of the words. Brown and Spada (1999) noted that, "*Students never learn everything they are taught, they only learn what they are interested in.*" It is a common experience to forget nearly everything someone learns in another language except the few songs that he or she learnt. Truly, they are unlikely to be very successful at learning anything unless they finding out their favorite learning style to enjoy the processes.

As can be seen, in the journey to find our own motivation with English through the learning process, listening to English songs is a learning style with many unimaginable benefits, helping learners become comfortable when facing difficult problems in learning English.

2.4.2 Creativity and imagination

Motivation makes a creative fantasy world as allowing anyone to think about their goals, plans, or difficulties and mistakes they may encounter, then leading them to get great success in life. Amabile (1998) said that, "*People will be most creative when they feel motivated primarily by the interest, satisfaction, and challenge of the work itself - not by external pressures.*" Moreover, the creativity within students makes them feel desire which fuels motivation. Similarly, the imagination that allows them to dream of good things, wonderful destinations, also helps their motivation to constantly grow.

In fact, songs make learners creative and develop their imagination. Because they make learners visualize the colourful world they are talking about, like who is in the lyrics and what he or she is dealing with. Especially in English songs, by the gender-free pronoun as "you" and "I", depending on a variety of content, they can think of many different story-lines for each lyric. Example, "How Can I Tell Her" by Lobo has numerous story-lines in its lyrics. For those who are about to get married or are about to bring their lover home, the song is about a confused guy who does not know how to introduce his lover to his mother; for those who are loving someone one-side, the song is a shy guy who does not know how to express his feelings to the person he loves; and for those who have experienced first love, the song is about a boy who cannot forget his dead lover when he meets another girl.

Therefore, the emotion that songs evoke in students may transfer to motivation, making a stronger bond with the language and the desire to learn. On the other hand, since English became an international language, there are many songs from all continents written in English. Hence, English songs have the multiculturalism which is motive and increase creativity and imagination when learners listen to them. There are countries, people, cultures, legends or quotes with varied and fascinating national identities. Moreover, that diversity is the reason why students are more motivated by songs than any other type of text and are stimulated to understand the content of the songs. Students are not only interested in this popular art form, but also find out their own world with full of colourful dreams. Then they will create practical actions from their motivation in English learning process.

In conclusion, listening to English songs will form students' motivation of learning English by creativity and imagination, which are also increase motivation with dreaming, thinking and acting.

2.4.3 Eagerness

Passion in learning is one of the important prerequisites in the process of motivation to learn English. Besides, many researchers mention that it would be very useful to create enchantment and to learn English by using songs. Alefeshat (2019) said that, "*Songs encourage students to improve their vocabulary, English learning abilities and the habit of learning the English language with more excitement.*" And if a number of songs are available in the class, students will be able to pick their favourite songs and they will be more inspired to learn the English language. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

Probably, the most obvious advantage to using songs in learner classroom is that they are enjoyable. Most learners enjoy singing and usually respond well to using songs in the classroom, but there are more significant benefits to using songs other than just being fun. Firstly, songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement. Secondly, songs, in particular choral singing, can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. By reducing anxiety, songs can help increase

student interest and motivate them to learn the target language. Students often think of songs as eagerness rather than study and therefore find learning English through songs fun and enjoyable.

Moreover, while many students find it difficult and stressful to learn a new language, songs can help wash away these feelings. When songs are played, the group spirit is really fostered, which is a great help to students in their practice of the language skill. They really need to be motivated individually or within a group through listening to English songs. And students can carry the song and sing for their family and friends. So this will increase the students' passion in learning English. In short, Finocchiaro (1973) said that, *"By using songs language learning can be combined with recreation or aesthetic appreciation for a change of pace in the classroom to enhance motivation."*

To summarize, motivating ourselves to learn English by English songs help learners feel happier and more comfortable in the learning process. At the same time, the pleasant sounds from the songs make learners less stressed when having difficulty in English, as well as create enchantment when studying with their favourite songs.

2.5 Previous studies

There are a lot of related studies, which have been done by the other researchers about using English songs in learning English. For instance, in Fisher's (2001) study, the participants were 160 students, who were randomly selected at an urban elementary school. Music was used as an instructional material during the literacy block with CD players. The results showed that students in musical classrooms seemed more excited about learning English than did students in the non-music classrooms. Besides, using music in language classrooms could assist students with language acquisition and contribute to a more positive classroom environment. Teachers and students alike found singing songs entertaining and relaxing. Songs offered a change from the routine procedures in the classroom. They were invaluable tools to develop students' language abilities in listening, speaking, reading and writing and could be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs and so on. The findings from this study suggested that music could be used in a classroom to benefit students' language development. They also pointed out that music can be used in specific ways.

Moreover, in the study of Solihat and Utami (2014) to investigate students' listening skill by using English songs, the participants were 62 the eighth grade students of SMPN 1 Lebakwangi. The instruments were pre-test, treatment, post-test and interview. After testing, it was found that students' listening skill were all improved by using English song through the result of the students' score. And according to the treatment and interview, English song could make the students become active in the class, they were excited, so they could do listening task well. Besides, the improvement of students' listening skill by using English song was different after they got the treatment. Then, most students used English song to improve their listening skill as one of their meaningful strategies to overcome their problem in listening after the research. The study also found that listening to songs creates enthusiasm and challenge for students. It could be seen that using English songs as a tool will help students improve their listening skill, when the instructor used songs in the learning process.

After all, the great benefits of using English songs for the process of learning English are indisputable such as relaxation, happiness or increasing English ability from vocabulary, pronunciation or listening, speaking, reading and writing skills, etc. Therefore, students motivate themselves to learn English by English songs is a great method everywhere.

3. RESEARCH METHODOLOGY

3.1 Research question

The research was conducted to find out the effectiveness of using English songs to motivate juniors' learning English at Tay Do University. The research was carried out to answer the following questions:

1. Could using English songs become the way to motivate juniors at Tay Do University in learning English?
2. What effects do English songs have on learning English for juniors at Tay Do University?

3.2 Hypothesis

According to the literature review and the research question, it was hypothesized that English songs could motivate juniors' learning English at Tay Do University, improve vocabulary, pronunciation and listening skill and create learning style, creativity and imagination and eagerness for students.

3.3 Design

The research was carried out to find out the effects of using English songs to motivate juniors' learning English at Tay Do University. The survey was used to collect data. The reliability and validity of the research results were based on the participants' choices and figures after being calculated. The participants were English majored juniors at Tay Do University, who would be delivered questionnaire and interview. This study was the combination of quantitative and qualitative. Then, the data were collected and analyzed to get the final results.

3.4 Participant

The participants of this research were 38 juniors majoring in English course 14 at Tay Do University. They came from different areas, both rural and urban. The students' age was from 20 to 22. They speak Vietnamese as their mother tongue, and English is considered as their foreign language. They have been learning English at least for 10 years. Moreover, the participants have been learning English as their major for 3 years with many skills from listening, speaking, reading, writing and translation. Besides, the participants also practiced many extensive topics given by lecturers in class. They would be given a questionnaire and an interview in order to get information about the effectiveness of using English songs to motivate juniors' learning English at Tay Do University.

3.5 Instrument

To achieve the goals of the thesis, the instruments of this research were questionnaire and interview. They were very helpful to collect the participants' ideas. Besides, they were completely based on the information gained from theories related to issues in literature review. With the aim of the research, the questionnaire and interview focused on finding out the effectiveness of using English songs to motivate students' learning English at Tay Do University. Furthermore, the statements for students were used to compare the information in the questions to get more facts and details.

3.5.1 Questionnaire

The questionnaire was used as the most effective instrument because the large amount of information could be collected from a huge number of people in a short period. In addition, the outcomes of the questionnaires could be quickly and easily quantified by the use of the software package. The survey questionnaire was designed for three main purposes: to know the students' motivation in learning English, to find out the effectiveness of using English songs to motivate students' learning English and to motivate students to learn English by English songs. The questionnaire consisted of 2 parts, which were 7 questions of individual concerns and 30 statements of the effectiveness of using English songs to motivate students' learning English. The participants were required to choose the appropriate answers in part I and tick on the relevant column next to each statement, including strongly agree, agree, neutral, disagree and strongly disagree in part II. In general, part II of the questionnaire was classified into the following sections:

Table 1: The gist of questionnaire

Question/Statement	Summary of the question's/statement's content
Part I (Questions 1 to 7)	Students' background
Part II	The effectiveness of using English songs
Statements 1 to 5	- Suitable songs for learning English
Statements 6 to 10	- The effectiveness of using English songs for learning English in vocabulary
Statements 11 to 14	- The effectiveness of using English songs for learning English in pronunciation
Statements 15 to 18	- The effectiveness of using English songs for learning English in listening skill
Statements 19 to 22	- The relationship between using English songs and motivation in learning style
Statements 23 to 26	- The relationship between using English songs and motivation in creativity and imagination
Statements 27 to 30	- The relationship between using English songs and motivation in eagerness

3.5.2 Interview

The paper interview was designed to get specific information from students about the effectiveness of using English songs to motivate juniors' learning English at Tay Do University. It consisted of 5 questions that focused on the main point that was to appreciate whether English songs was a great tool to motivate students' learning English and which English songs would be a suitable object. To sum up, the aim of this instrument was to find out the most effectiveness of using English songs to motivate students' learning English at Tay Do University.

4. RESULTS AND DISCUSSION

4.1 Results

After collecting all the necessary information from 38 English-majored juniors of course 14, the data were analyzed. The results were divided into two sections which were the results of the questionnaire and the results of the interview.

4.1.1 Results of the questionnaire

The findings of the questionnaire mentioned the students’ background, students’ attitudes towards using English songs to motivate them learning English and the effectiveness of using English songs to motivate students' learning English in vocabulary, pronunciation and listening skill, also create learning style, creativity and imagination, and eagerness for them.

Students’ background

This part will present students’ living environment, their English learning years, their ways to motivate themselves in learning English, their self-evaluation on their English skills, their opinions about genres of English songs chosen to motivate their learning English, their skills that have been improved by listening to English music, their opinions about conditions of a suitable English song for learning English and their attitudes towards using English songs in their classes.

Students’ residences

The living environment is one of the indispensable elements which affect the studying process directly. Especially, for those who are language learners, living environment is more important. Moreover, the students’ level and knowledge will be determined more easily through their living environment. The figure below shows the percentage of the residences of the participants.

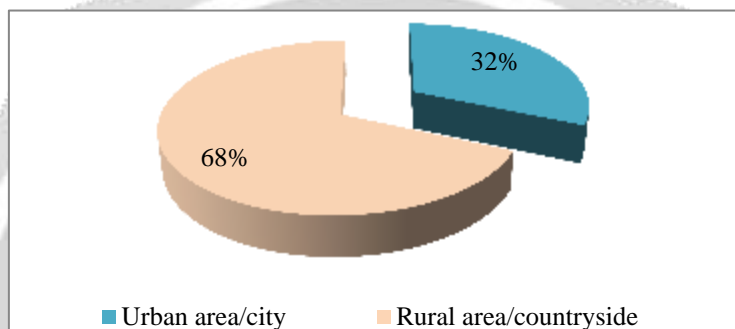


Figure 1. Participants’ living environment

This pie figure indicated that 68% of the participants were from the countryside and only 32% of them came from the city. There were no significant surprises that the participants who came from countryside did not have many chances of English practicing with English songs to motivate themselves in the past. Besides, lacking studying equipment and professional teachers could be disadvantages of English ability for these students as well. However, music has always been with people for a long time. So the participants may have had a special interest in English songs, but they just had not applied it to motivate themselves in learning English. Besides, when they were English-majored juniors at Tay Do University, it was certain that there were lecturers who applied English songs in the teaching process.

Students’ English learning years

Another important background factor is students’ experience in learning English. It is very helpful to indicate level and knowledge in mastering English of English-majored juniors at Tay Do University. This figure presents the participants’ English learning years calculated from this year (2022).

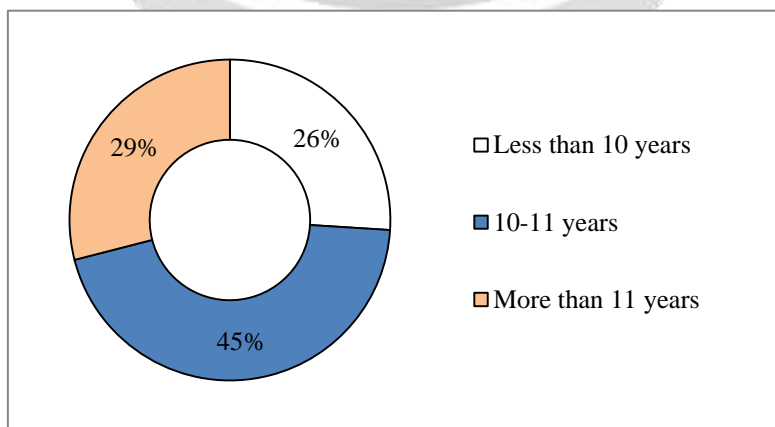


Figure 2. Participants’ English learning years

As can be seen from figure 2, the highest percentage was up to 45% which represented of the participants who had been learning English for 10 to 11 years. The remaining ones were 29% of more than 11 years and 26% of fewer than 10

years. That meant most English-majored juniors began to learn English since secondary school. It also showed that they had a long time studying this language before entering Tay Do University. However, this was not enough to have good skills because they had to learn many subjects, not only English. Besides, most of the time in English classes, teachers usually instructed students to memorize lessons because it was very useful for the tests. So what motivated them to learn English was just getting good grades and avoiding being punished by their teachers.

Students’ ways to motivate themselves in learning English

In learning English, students have lots of ways to motivate themselves from various activities. There are reading books, reading comics, watching movies, watching news, playing games or listening to music by English. Hence, they can improve many important skills in their English learning process. The table below shows the ways participants chose to motivate themselves in learning English.

Table 2. Participants’ ways to motivate themselves in learning English

Ways	Number
Reading English books	9/38
Reading English comics	7/38
Watching English movies	27/38
Watching English news	8/38
Listening to English songs	26/38
Another answer	3/38

Referring to table 2, it can be shown that most of the participants chose motivate themselves by watching English movie (27/38) and listening to English songs (26/38) in learning English. This implied that many participants like ways that are interesting, comfortable and informative to satisfy their motivation in learning English. The remaining ones were all less than 10, probably most of them find it boring and overwhelming when choosing ways like reading books, comics or watching news by English. Besides, there were few students who had another answers depending on their aims of learning English as earning much money in the future, finding a great job or watching English movies without Viet sub.

Students’ self-evaluation on their English skills

Aside from receiving precious feedback from teachers, it is essential to find out how students evaluate their own English skills. Through the self-evaluation, students can realize how skillful they are and plan a better strategy to improve their skills. Figure 2 shows students’ self-evaluation on their English skills.

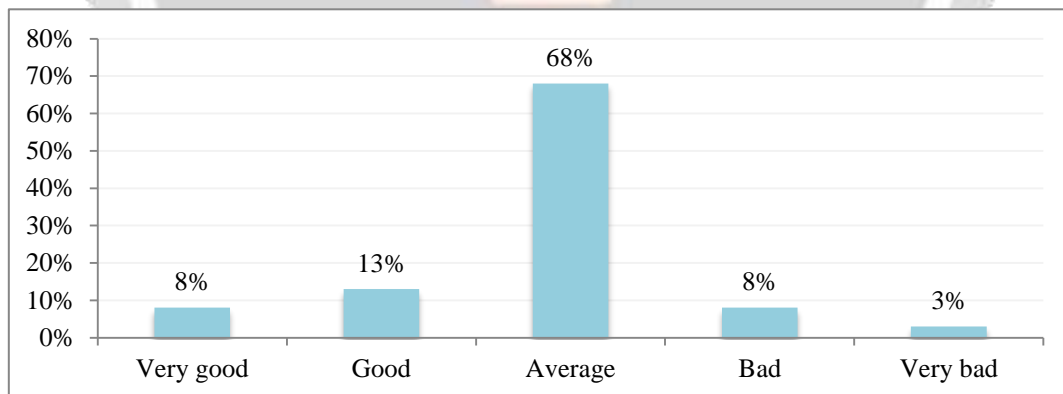


Figure 3. Participants’ self-evaluation on their English skills

From figure 3, it was not difficult to realize that the amount of students possessing “average” English skills was the highest rate with 68%. This opinion was most likely due to lack of confidence, or lack of motivation and ways to improve their English ability. The next was “good” with 13%. However, surprisingly, the percentage of students with “very good” and “bad” English skills was equal (8%). Besides, only 3% of participants stated that they were “very bad” at English skills. In general, few participants who were juniors had “good” and “very good” English skills, and there were still students with “bad” or “very bad” skills, which would inherently affect the learning process in the final year of their course. Therefore, they had to improve their skills as soon as possible, because good English skills would bring more opportunities in their careers.

Students' opinions about genres of English songs chosen to motivate their learning English

In fact, students' motivation is formed from wanting to understand the content conveyed in English songs. Therefore, suitable songs for learning English are very significant to improve students' lacking skills. The following table presents students' opinions about genres of English songs chosen to motivate their learning English.

Table 3. Participants' opinions about genres of English songs chosen to motivate their learning English

Genres of English songs	Number
Pop Ballad	31/38
Country	17/38
Bedroom Pop	15/38
Rock	3/38
Rap	4/38
Opera	1/38
Another answer	2/38

Taking a look at the above table, Pop Ballad was received the most option in motivating learning English (31/38). The reason was because this is one of the most popular music genres with countless famous songs that touch music lovers around the world. Besides, Country and Bedroom Pop were quite suitable options for motivation to learn English with results of 17/38 and 15/38 respectively. Although each genre was less than half that of Pop Ballad, they still had a certain influence on the motivation in learning English, as more and more prominent representatives of these genres have appeared since 2010. On the contrary, there were less than 5 options from participants for music genres like Rap, Rock and Opera in motivating learning English. Definitely, most of them are not only picky genres, but also have elusive melodies and uneasy pronunciation. However, there were still students who chose genres that are less suitable for learning English, but were their hobbies to inspire in the learning process more than learning from those songs, as Metal or Lofi.

Students' abilities that have been improved by listening to English music

Music is one of the most useful tools for learning the language and which do not put pressure on students. The use of English songs in the process of learning English actually has a positive effect on abilities such as vocabulary, pronunciation and listening skill. The following table shows students' skills that have been improved by listening to English music.

Table 4. Participants' skills that have been improved by listening to English music

Skills that have been improved	Number
Listening	29/38
Pronunciation	29/38
Vocabulary	33/38
Another answer	0/38

From table 4, there was no doubt that the most improved skill by listening to English music of participants was "vocabulary" (33/38). In a sense, English songs always provided a rich vocabulary having many applications for learning English, as well as helped students remember vocabulary longer. The remaining skills were "listening" and "pronunciation" with the same result (29/38). Generally, English songs really have a good effect on students' English learning, thereby helping to improve their skills and help them to master this language. Moreover, there was no another answer as "grammar", "writing" or "idea arrangement" that had been improved by listening to English music. Perhaps it was because most English songs have a simple structure or a repetitive meaningless structure that has little application in learning English.

Students' opinions about conditions of a suitable English song for learning English

Although there are a lot of suitable English songs for learning English, there are still a lot of problems surrounding as how an English song could be a suitable tool for learning English, and what conditions will be available to achieve the best results. In this case, students' opinions and thoughts on this matter are the most importance. This table below shows students' opinions about conditions of a suitable English song for learning English.

Table 5. Participants' opinions about conditions of a suitable English song for learning English

Conditions of a suitable English song for learning English	Number
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Lots of rhyming words	20/38
Repeating rhymes	11/38
Slow melody	30/38
Fast melody	8/38
Clear pronunciation	24/38
Unclear pronunciation	0/38
Lots of easy words	27/38
Lots of difficult words	9/38
Having vulgar words	0/38
Not having vulgar words	10/38
Another answer	0/38

As can be observed from table 5, it went without saying that the majority students (30/38) usually wanted English songs that had “slow melody”, was suitable for their learning English. Certainly, this condition helped them focus better on listening to the vocabulary and pronunciation in English songs. Plus, “lots of easy words”, “clear pronunciation” and “lots of rhyming words” were indispensable conditions of a suitable English song for learning English with the results 27/38, 24/38 and 20/38. Besides, there were 11 out of 38 choices for the "repeating rhymes" condition, probably because a lot of students found it boring and less exciting. Moreover, there were opinions that "not having vulgar words" should be taken care of (10/38), maybe because they did not want to be adversely affected to their thoughts and background knowledge. Nevertheless, there were a few students interested in the conditions of "lots of difficult words" (9/38) and "fast melody" (8/38). Surely they wanted to be challenged and improve their English skills. On the other hand, the result did not have any selection for conditions like "unclear pronunciation" and "having vulgar words". This must be because the students did not like being distracted or annoyed by things they cannot absorb.

Students’ attitudes towards using English songs in their classes

Actually, songs are a fun and appropriate way to learn a new language, as well as a new source of motivation in the learning process. However, there are also students who feel not very interested in using English songs in the learning process. Therefore, students' feelings towards using English songs in their classes are extremely important. The following figures expose students’ attitudes towards using English songs in their classes.

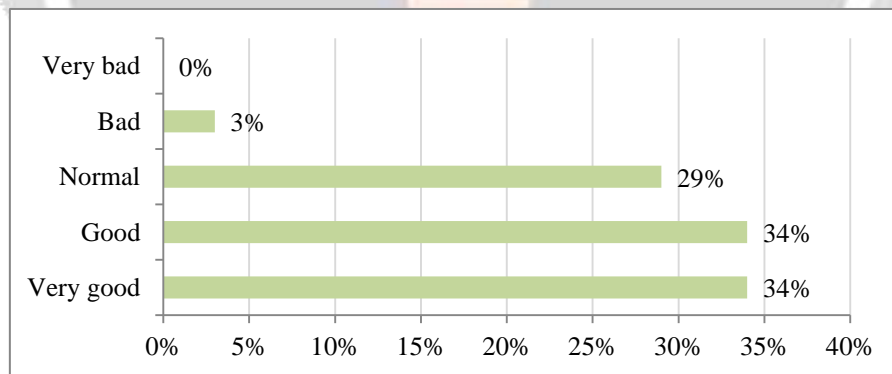


Figure 4. Participants’ attitudes towards using English songs in their classes

As the figure presented, almost all students were happy when lecturers used English songs in the teaching process, because they felt “very good” and “good” with the total percentage of 68%. Moreover, 11 in the sum of 38 (29%) juniors asserted that they felt “normal” with using English songs in their classes. Perhaps they felt that the use of English songs was only part of the course, and had little impact on their motivation. But there was student found it “bad” when lecturers used English songs in the teaching process (3%), because it was hard to speak or sing aloud in English because they are shy or lack confidence.

Students’ thoughts about the effectiveness of using English songs to motivate themselves in learning English

This part includes many statements of suitable songs for learning English and the effectiveness of using English songs to motivate students in learning English in vocabulary, pronunciation and listening skill.

Suitable songs for learning English

The first part in term of the effectiveness of using English songs to motivate students in learning English is suitable songs for learning English. The results of the table including five statements are presented as follows.

Table 6. Participants' thoughts about suitable songs for learning English

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Finding a suitable song for learning English is very difficult.	13%	29%	32%	26%	0%
2. I think Pop Ballad songs can be suitable songs for learning English.	31%	53%	16%	0%	0%
3. I think Country songs can be suitable songs for learning English.	24%	50%	26%	0%	0%
4. I think Bedroom Pop songs can be suitable songs for learning English.	11%	55%	34%	0%	0%
5. The suitable English songs are an effective tool to motivate students in learning English.	29%	53%	18%	0%	0%

From the statement 1, it was clear that only 42% of students consisting of 13% strongly agreed and 29% agreed with "Finding a suitable song for learning English is very difficult." Besides, there were 32% of students had no opinion about this statement while 26% of them chose "disagree". In statement 2, more than 80% of students (31% and 53% combined) successively showed strong concurrence and assent to the opinion that Pop Ballad songs could be suitable songs for learning English. However, there were 16% of them had no comment with this statement. Moving to the next statement, the majority of students (24% "strong agree" and 50% "agree") affirmed that Country songs could be suitable songs for learning English. Besides, 26% of students had no opinion about this case. For statement 4, there were 66% of students (11% and 55% combined) giving strong approval and assent to the statement that Bedroom Pop songs could be suitable songs for learning English. But 13 participants (34%) gave "neutral" to this statement. Lastly, over 80% of students consisting of 29% strongly agreed and 53% agreed with the statement "The suitable English songs are an effective tool to motivate students in learning English." The residual with 18% had no comment and no one gave disagreement or strong disagreement. As a whole, from these five statements, it could be inferred that choosing a suitable English song really had positive effects to motivate students in their learning English. Moreover, some genres as Pop Ballad, Country and Bedroom Pop were all suitable for learning English. Students could use one of these genres or all of them to motivate themselves in the learning process as well.

Vocabulary

In fact, English songs are essential tool to provide the opportunity for vocabulary practicing. They also can become one of the greatest processes for learners to get motivation in learning English as well. This part also includes five statements and here is the table which presents the final findings.

Table 7. Participants' thoughts about the effectiveness of using English songs to motivate students in learning English vocabulary

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6. I learn a lot of new words from English songs.	40%	47%	13%	0%	0%
7. I learn many synonyms and antonyms from English songs.	26%	58%	13%	0%	3%
8. I remember vocabulary quickly by listening to English songs.	16%	55%	26%	3%	0%
9. English songs help me remember vocabulary longer.	29%	50%	21%	0%	0%
10. Thanks to English songs, I know many meanings of a word.	34%	55%	11%	0%	0%

From the findings of statement 6, it could be seen that 87% of participants including 40% strongly agreed and 47% agreed confirmed that they learned a lot of new words from English songs. However, there were 5 in a total of 38

students (13%) had no idea about this statement. Next, 26% of students who chose “strongly agree” and 58% of those who selected “agree” shared that they learned many synonyms and antonyms from English songs. Besides, only 3% of them gave “strongly disagree” and 13% of them had no comment about this case. Now turning to statement 8, more than 70% of students (16% “strongly agree” and 55% “agree” combined) concurred that they remembered vocabulary quickly by listening to English songs. While 26% of them were caught in the middle and 3% of them gave “disagree” with the statement. Moving to statement 9, there was no one disapproving the idea that “*English songs help me remember vocabulary longer.*” Next, in succession, there were 29% of students strongly agreeing, 50% agreeing while 8 remainders (21%) did not take any side. From the last statement in the table, nearly 90% of students (34% “strongly agree” and 55% “agree”) showed assent to the opinion “*Thanks to English songs, I know many meanings of a word.*” while 11% of them had no comment on this matter. On the whole, English songs helped a lot in the process of motivation in learning English. They not only helped students learn many new words, synonyms, antonyms, and polysemy; but also helped students remember words faster and longer.

Pronunciation

In fact, the activity that helps to increase students' English pronunciation the most related to listening to English music is singing. The results of the table including four statements are presented as follows.

Table 8. Participants' thoughts about the effectiveness of using English songs to motivate students in learning English in pronunciation

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11. Thanks to singing English songs, I can pronounce many difficult words.	26%	63%	11%	0%	0%
12. I can make connected speech by singing English songs.	26%	53%	21%	0%	0%
13. My pronunciation of consonants has improved by singing English songs.	24%	60%	13%	3%	0%
14. Thanks to singing English songs, my reading voice becomes more inspiring.	21%	58%	18%	3%	0%

Based on the responses of participants in statement 11, nearly 90% of students (26% “strongly agree” and 63% “agree”) admitted that they could pronounce many difficult words thanks to singing English songs, though 11% of them had no comment about this case. Next, for statement 12, there were 26% of participants who chose “strongly agree” and 53% of them who chose “agree” confirmed that they could make connected speech by singing English songs while 21% of them had no opinion in this situation. Moving to statement 13, more than 80% of students (24% “strongly agree” and 60% “agree” combined) shared their concurrence that their pronunciation of consonants had improved by singing English songs. However, there were 3% of them had the opposite thought in this statement while 13% of them had no any idea. Analyzing from data in the last statement showed that about 80% of students consisting of 21% strongly agreed and 58% agreed shared that their reading voice became more inspiring by singing English songs. The percentages of those who had no idea and disagreed with this statement were 18% and 3% respectively. To sum up, it could be implied that singing English songs really helped students improve their pronunciation including lots of obstacles as difficult words, connected speech, consonants and expressing.

Listening skill

When listening is one of the most difficult skills in learning English, students have to motivate themselves to master it by listening to various genres of English audio, and one of them is English songs. The following table consisting of four statements will indicate the results of this part.

Table 9. Participants' thoughts about the effectiveness of using English songs to motivate students in learning English in listening skill

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15. I can clearly hear some basic words by listening to English songs.	21%	73%	3%	0%	3%
16. I can hear several difficult words by listening to English songs.	18%	42%	29%	8%	3%
17. I can hear the key word of a talk or recording by listening to English songs.	16%	66%	13%	5%	0%

18. I can guess the meaning of a conversation or an audio by listening to English songs.	26%	55%	16%	0%	3%
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In the first statement in this table, over 90% of students (21% “strongly agree” and 73% “agree”) gave their agreement that they could clearly hear some basic words by listening to English songs. While the percentages of those who had no comment and those who chose “strongly disagree” were the same (3%). Next, in statement 16, there were 70% of students (18% “strongly agree” and 42% “agree” combined) affirmed that they could hear several difficult words by listening to English songs. Nevertheless, there were 4 students (8% “disagree” and 3% “strongly disagree”) giving their objection while 29% of them had no comment about this statement. Moving to statement 17, more than 80% of students (16% “strongly agree” and 66% “agree”) showed their assent that they could hear the key word of a topic by listening to English songs. However, 5% of students disagreed with this opinion when 13% of them had no idea. Lastly, in statement 18, only one student (3%) strongly disagreed that they could guess the meaning of a conversation or an audio by listening to English songs. The majority of them (26% “strongly agree” and 55% “agree”) assented with this statement while 16% of them had no comment. To sum up, listening to English songs really had many benefits in improving students' listening skills. It not only helped students master basic or difficult words, but also helped them develop the ability to find keywords or understand the content in listening to English media.

Students’ thoughts about the relationship between using English songs and motivation

This part shows a lot of statements about the relationship between using English songs and motivation in learning style, creativity and imagination and eagerness.

Learning style

Generally, learning style has a great influence on student learning outcomes. This part also has four statements and the results are shown in the following table.

Table 10. Participants’ thoughts about the relationship between using English songs and motivation in learning style

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19. Listening to English songs gives me a new learning style and a lot of motivation to learn English.	26%	60%	11%	3%	0%
20. Even though I do not understand the meaning, English songs still motivate me to learn English.	29%	60%	11%	0%	0%
21. I like listening to English songs as a learning style more than English conversations.	42%	37%	18%	3%	0%
22. Listening to English songs is the most comfortable learning style.	31%	48%	16%	5%	0%

Starting with statement 19, 10 out of 38 participants (26%) strongly agreed and 23 others (60%) approved that “Listening to English songs gives me a new learning style and a lot of motivation to learn English.” The residual consisted of 11% hesitations and one student showing disagreement (3%). For statement 20, about 90% of students (29% “strongly agree” and 60% “agree”) concurred that even though they did not understand the meaning, English songs still motivated them to learn English while 11% of them had no idea about this case. Next, in statement 21, nearly 80% of students consisting of 42% strongly agreed and 37% agreed affirmed that they liked listening to English songs as a learning style more than English conversations. However, 3% of them gave “disagree” when 18% of them had no comment in this statement. Lastly, in statement 22, about four-fifths of students (31% “strongly agree” and 48% “agree”) approved that the most comfortable learning style was listening to English songs. By contrast, 5% of them did not agree with this statement while the remaining ones (16%) selected “neutral”. In short, most students considered that listening to English songs was a wonderful learning style in motivating them to learn English.

Creativity and imagination

By and large, the creativity and imagination of music is one of the categories that motivate students to learn. This part includes four statements and here is the table which presents the final results.

Table 11. Participants’ thoughts about the relationship between using English songs and motivation in creativity and imagination

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
23. English songs help me increase my creativity by a variety of content.	24%	63%	13%	0%	0%
24. English songs increase my imagination by their colorful world.	29%	50%	16%	5%	0%
25. Unlimited meanings of English songs motivate me to learn English a lot by my creativity and imagination.	24%	50%	23%	3%	0%
26. My motivation to learn English increases when my creativity and imagination increase thanks to the multiculturalism of English songs.	16%	68%	16%	0%	0%

In statement 23, there was no one choosing disagreement when 13% of students did not take any side. Therefore, over 85% of them (24% “strongly agree” and 63% “agree”) consented that English songs helped them increase their creativity because of a variety of content. Next, in statement 24, nearly 80% of students including 29% strongly agreed and 50% agreed admitted that English songs increased students’ imagination by their colorful world. However, 5% of them showed disagreement, when 16% of them had no opinion about this situation. For statement 25, nearly three-quarters of students (24% “strongly agree” and 50% “agree”) assented that “Unlimited meanings of English songs motivate me to learn English a lot by my creativity and imagination”. Besides, there was only one student (3%) giving objection, and 23% of them staying in the middle. Now turning to the last statement, no one showed disapproval with “*My motivation to learn English increases when my creativity and imagination increase thanks to the multiculturalism of English songs.*” Moreover, only 6 students (16%) had no idea while the remaining ones (16% “strongly agree” and 68% “agree”) consented with this statement. To summarize, creativity and imagination had a positive influence on motivation. So listening to English songs was necessary to build the foundation of students’ motivation to learn English.

Eagerness

Undoubtedly, enchantment is one of the most important things to motivate students when learning English in class. This part also has four statements and the results are shown in the following table.

Table 12. Participants’ thoughts about the relationship between using English songs and motivation in eagerness

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
27. I am happy that lecturers use English songs in the process of teaching English.	31%	58%	11%	0%	0%
28. The use of English songs in the teaching process helps me reduce pressure.	29%	60%	11%	0%	0%
29. Singing English songs makes me feel more comfortable than practicing reading.	42%	47%	8%	0%	3%
30. English songs add interest to the classroom routine.	34%	50%	13%	0%	3%

As can be seen from statement 27, nearly 90% of students (31% “strongly agree” and 58% “agree”) concurred that they felt happy when lecturers used English songs in the process of teaching English while 11% of them had no special feeling in this situation. Moving to statement 28, the proportion of students picking “strongly agree” was 29% and 60% was the result showing their agreement. Besides, only 11% of them had no idea of using English songs in the teaching process helped them reduce pressure. For statement 29, it could be deduced that approximately 90% of students (42% “strongly agree” and 47% “agree” combined) confirmed that singing English songs made them feel more comfortable than practicing reading. However, there was one student (3%) chose “strongly disagree” with this case, and the remaining ones (8%) had no comment about this case. Continuing with the last statement, there were 84% of students consisting of 34% strongly agreed and 50% agreed showed their concurrence about English songs added interest to the classroom routine. By contrast, there were 3% of them gave “strongly disagree” while 13% of them did not take any side. To conclude, using English songs in the teaching process really brought a lot of joy, excitement and passion to students. Moreover, it also helped to reduce pressure and create a comfortable learning environment.

4.1.2 Results of the interview

After analyzing the interview of eight juniors carefully, the researchers got the final results which were in accord with the results of the questionnaire. The answers of the first question “*Do you think English songs are the motivation in learning English? Why?*” were almost the same when 7 out of 8 students showed their concurrence. Because it was easy to learn new words and pronunciation by English songs, as well as memorize vocabulary longer. Besides, there was only one student was not really sure that English songs were the motivation in learning English. When he noted that there were many other practical ways could motivate students in learning English as books, news and movies.

Next, when asked which genres of English music students would choose to motivate their English learning, 5 participants chose Pop Ballad. They explained that almost Pop Ballad songs had easy words and repetition, so students could realize vocabulary, the key word and context of these songs easily. In addition, they chose Pop Ballad to motivate themselves in learning English because it was their favorite genres. However, 3 participants picked Country songs in this case, because they had a slow melody and clear pronunciation, making students focus on the lyrics, so they could hear clearly the vocabulary in these songs. Obviously, they needed a very easy step in the course of learning English before improving their levels.

In the third question, “*Can using English songs be the right learning style for you? Why?*”, half of participants assented that using English songs was the right learning style for them, because they liked comfort, convenience and effectiveness of this way. However, the others disagreed with this situation. The reason was they often motivated to learn English from TED talks and English films.

For the fourth question, “*Do creativity and imagination influence your motivation to learn English? If yes, will using English songs help you to increase those two abilities? Why?*”, all of participants agreed that creativity and imagination really influenced their motivation to learn English. Nevertheless, 5 out of 8 participants assented that using English songs helped them to increase those two abilities. While 3 students disapproved with this case, because they thought books and movies increasing their creativity and imagination in motivation for learning English more.

From the findings of the last question, all of participants concurred that their lecturer had used English songs in the process of teaching English in their class. They all had lots of amazing feelings about this situation as excitement, happiness and relaxing. Besides, they also showed their assent about the success of their lecturer when using English songs in the process of teaching English. Because they had interesting atmosphere to speak more fluent as well as knew that they could learn many new words with high applicability through English songs.

4.2 Discussion

In this section, the researchers would like to interpret and describe the importance of the findings which have been presented in the result section. Especially, this section includes three parts: discussion about students' background, discussion about students' thoughts about the effectiveness of using English songs to motivate themselves in learning English and students' thoughts about the relationship between using English songs and motivation.

4.2.1 Discussion about students' background

Based on the students' responses in the questionnaire, it was revealed that 68% of English-majored juniors (course 14) were from the countryside. This was a disadvantage because of the lack of equipment, professional teachers and condition. So they did not have many opportunities of practicing with English songs to motivate themselves in the past. Besides, though they had spent a long time studying English (during secondary school and high school) before entering Tay Do University, their English skills was not good enough because they had to learn many subjects. Moreover, most of the time in English classes, teachers usually instructed them to memorize lessons because it was very useful for the tests. So what motivated them the most to learn English was just getting good grades and avoiding being punished by their teachers.

However, in this study, 26 out of 38 students chose listening to English songs were their motivation in learning English. Even when the majority of them (68%) thought that their English skills were just average, they still had many opinions in finding suitable English songs to motivate themselves in learning English. In the results, 31 of students picked Pop Ballad were the most suitable genre for learning English. Besides, all of them had improved their English skills including vocabulary (33/38), pronunciation (29/38) and listening skill (29/38) by using English songs. From their ideas, “slow melody”, “lots of easy words” and “clear pronunciation” were indispensable conditions of a suitable English song for learning English with the results 30/38, 27/38 and 24/38. Obviously, those conditions helped them focus better on listening to the vocabulary and pronunciation in English songs. Furthermore, most of them (68%) agreed that they had great feeling about using English songs in the process of learning English in their class. In brief, using English songs to motivate students in their learning English was a wonderful method that should be used more often.

4.2.2 Discussion about students' thoughts about the effectiveness of using English songs to motivate themselves in learning English

The findings from analyzing the necessary information from the questionnaire and interview showed that English songs were effective tools to motivate students in learning English because of numerous benefits as improving vocabulary, pronunciation and listening skill, though students had lots of different ideas about suitable English songs for learning English.

The first category that students debated was suitable English songs for learning English. Over two-fifths of students believed that finding a suitable English song to motivate their learning English was difficult, while more than a quarter of them had an opposite answer and over one third of them saw it was hard to convey. Moreover, the majority of them supposed that some genres as Pop Ballad, Country and Bedroom Pop could be suitable genres for their learning English. However, the genre that was chosen the most was Pop Ballad and the least was Bedroom Pop. This was inevitable when Pop Ballad was very popular while Bedroom Pop was a new genre and had little attention in motivation to learn English. In general, they seemed unsure if English songs were good for their learning English or just a way to satisfy their hobbies. Maybe they needed more reviews and positive results of this case.

Next, most of students assented that English songs helped them improve their vocabulary. After all, there was absolutely no denying the benefits of learning vocabulary from English songs because they had multiple of different topics from lots of countries in the world. Students not only learned lots of new words, but also learned various synonyms, antonyms and polysemy. Besides, English songs had quite high applicability in forming students' vocabulary system. Furthermore, they really helped students remember vocabulary faster and had an amazing effect on students' memory in the process of learning new words.

Thus, students' pronunciation also had improved by singing English songs. Because many students affirmed that singing English songs helped them develop English pronunciation a lot, especially difficult words. They were also able to fluently pronounce the connected speech and consonant, which meant that their speaking skills were closer to native speakers. Moreover, students' ability to express and pronounce were more natural and inspiring. That would be an awesome result because they did not sound awkward like robot voices anymore.

Finally, the last category that students approved was their listening skill had improved by listening to English songs. Through the results, listening to basic English words was not really students' obstacle in listening skill. However, it could be seen that listening to difficult English words was students' problem and listening to English songs could help them overcome it. Therefore, to help students grasp the topic of talks, conversations or recordings, listening to English music was also a fabulous solution. Moreover, they also helped to increase students' judgment in listening skills as well.

4.2.3 Discussion about students' thoughts about the relationship between using English songs and motivation

From the findings of the questionnaire and interview, it could be seen that students had various opinions about the relationship between using English songs and motivation in learning style, creativity and imagination and eagerness.

First of all, most students were all very excited in admitting listening to English songs as a fantastic learning style. When listening to music was a hobby, choosing to listen to English songs as a learning style would motivate students to learn English more often. Moreover, students also preferred things that were relaxing and interesting in the process of learning English. Brown and Spada (1999) stated that, "*If we can make our classrooms places where students enjoy coming because the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn.*" Besides, comfort was one of the top priorities of a learning style. Obviously, in creating a new learning style or motivation for students, listening to English songs was a satisfying choice.

Moving to the second category of this section, there were lots of students concurred that creativity and imagination affected to their motivation in learning English. Furthermore, they also thought that listening to English songs could grow their creativity and imagination, as well as their motivation to learn English through numerous content, colorful world, unlimited meanings and multiculturalism of English songs in all over the world. When the creativity within students made them feel desire and the imagination allowed them to dream of wonderful destinations, both aspects also helped their motivation to constantly develop.

Lastly, most students showed their splendid emotions of using English songs in the process of learning English. They all preferred listening to English songs more than conversations because it made them happy and reduced the pressure of studying a lot. Besides, Lo and Li (1998) stated that, "*Songs provide a break from classroom routine, and that learning English through songs develops a nonthreatening classroom atmosphere in which the four language skills can be enhanced.*" Students also believed that this way could be an interesting routine in their class and create their eagerness to learn English as well. However, it did not mean listening to English songs in class all the time but not in other forms as books, conversations or talks would have the best effect for students.

5. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Conclusions

As a matter of course, it came to the conclusion that English songs could also be an amazing way to motivate English majored juniors in learning English because of various benefits. Certainly, when using English songs in the process of learning English, Pop Ballad should be given top suitable genre for motivation because it was a fantastic one having lots of topics, colors and effects. Besides, recognizing this matter, the current paper aimed at pointing out some troubles that English majored juniors might face while finding their suitable English songs for their learning. That was those songs had to have slow melody, clear pronunciation and lots of easy words.

After going through the analysis of the questionnaires and interview, the researchers would like to draw some conclusions for the overall research. The ultimate results asserted that most English majored juniors recognized the effectiveness of English songs and had used them to motivate themselves in the process of learning English. Moreover, many useful skills of students had been improved by English songs. In this case, their vocabulary had been upgraded the most when they learned lots of new vocabulary, synonyms, antonyms, polysemy and remembered words faster and longer. Besides, students' pronunciation had gradually ameliorated much more by singing English songs. Because they had a comfortable practicing to master difficult words, connected speech, consonants and expressions, they found English songs help talk more naturally as native speakers. Thus, listening English songs over and over had the same effects as listening to a conversation, speech or recording in English. So students could try their ears for listening to English without boring or hatred as well. Furthermore, one more positive effect of using English songs to motivate students in learning English was forming a new learning style. They could be used not only in the classroom but also in self-study at home. Besides, although using English songs in the classroom was infrequent many juniors' skills were still enhanced. It could be seen that students were already using English songs to motivate themselves during self-study at home. For the next effect, this way also built students' creativity and imagination which fueled their motivation very much. For example, the multiculturalism in English songs was reflected in the multitude of vocalists wanting to globalize their products from all over the world, made students' creativity and imagination developed so much. The last benefit of using English songs was creating students' eagerness in learning English. When there was a gentle way, less pressure but more excitement, students were more motivated in learning English. They would become much more self-sufficient in mastering this language too.

In brief, it could be implied that even though English majored juniors had experience of using English songs to motivate themselves in learning English, they still had more trouble about making this way a long-term habit rather than a hobby at some moments. One possible explanation for this case was that using English books and videos to motivate students in learning English were popular than using English songs. Moreover, because the influence of hobbies was too much, students often chose to listen to their favorite music in the process of learning for any subjects to relieve pressure, rather than learning from English songs that were suitable for learning English.

5.2 Implications

On the basis of the findings, there were four implications that the researchers would like to refer. At first, students should use English songs to motivate themselves in learning English with many other ways as well. The more methods students applied, the more suitable learning styles they found to perfect all their skills. Secondly, because of the various contents and the freedom of lyrics, students ought to consider relevant topics in building their vocabulary. Besides, if students felt more motivated to English songs having vulgar or slang words in lyrics, they should learn words need to learn and avoid applying them to formal situations. Thirdly, students should not become distracted in the learning process because they were delighted by the joy and comfort of this method. Everything would be in vain if students could not control themselves. Finally, it was hoped that this study would be helpfulness for lecturers to get more insights into their students' motivation and therefore make appropriate adjustments towards their teaching methods.

5.4 Recommendations

First of all, a large scale of participants should be put into investigation in other that the research would be more dependable and convincing. In fact, researchers could select not only English majored juniors, but also sophomores, freshmen or even non-English major students who are about to motivate themselves in learning English by using English songs. Moreover, there should be some researches in the near future to thoroughly figure out other effectiveness in using English songs to motivate students in learning English (e.g. grammar, writing, idea arrangement, background knowledge, etc.) or other suitable genres for learning English.

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