THE USE OF SONGS TO DEVELOP INDIGENOUS FORM THREE STUDENTS' MOTIVATION TO LEARN ENGLISH LANGUAGE

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TO LEARN ENGLISH LANGUAGE

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ABSTRACT

Low motivation to learn English is common among second language learners who have limited exposure to the language. Hence, this study explored the intentional use of popular English songs in a rural secondary school of the indigenous people in Peninsula Malaysia and its influence on the Form 3 students' learning motivation. The focus was on 34 indigenous Form 3 students who have been identified as students with limited English proficiency. These students were selected using a homogenous sampling and convenience sampling methods. Data were collected using multiple methods of classroom observation and semi-structured interview with the students. The teaching and learning sessions were carried out for a period of four weeks with four 60-minutes lessons every week to explore the use of songs to develop the students' learning motivation for English. The findings showed that songs can help in the development of motivation among these Form 3 students to learn English. However, the success in using songs in English as a Second Language (ESL) classrooms is not without challenges as the types of songs selected must be appealing to the students. It is hoped that this study would contribute in discovering new insights on the effectiveness and challenges of using songs in the English classroom. Such information can be used to formulate the best approach for supporting the indigenous students to improve their motivation to learn English language.

PENGGUNAAN LAGU DALAM MENINGKATKAN MOTIVASI MEMPELAJARI BAHASA INGGERIS DALAM KALANGAN PELAJAR ORANG ASLI TINGKATAN TIGA

ABSTRAK

Motivasi rendah untuk belajar Bahasa Inggeris adalah perkara biasa terutama dalam kalangan pelajar bahasa kedua yang mempunyai pendedahan terhad kepada bahasa tersebut. Oleh itu, kajian ini meneroka penggunaan lagu-lagu popular Bahasa Inggeris yang popular di sekolah menengah luar bandar penduduk pribumi di Semenanjung Malaysia dan pengaruhnya terhadap motivasi pembelajaran dalam kalangan pelajar Tingkatan 3. Kajian ini berfokus kepada 34 orang pelajar Tingkatan Tiga dari kalangan yang telah dikenalpasti sebagai pelajar yang mempunyai penguasaan Bahasa Inggeris yang terhad. Pelajar-pelajar ini dipilih menggunakan kaedah pensampelan homogen dan kaedah pensampelan mudah. Data dikumpul menggunakan kaedah pemerhatian kelas dan temubual separa berstruktur dengan pelajar. Sesi pengajaran dan pembelajaran dijalankan selama empat minggu dimana empat pengajaran selama 60 minit bagi satu sesi setiap minggu untuk mengkaji penggunaan lagu-lagu bahasa inggeris dalam meningkatkan motivasi pembelajaran pelajar dalam Bahasa Inggeris. Dapatan kajian menunjukkan bahawa lagu-lagu yang digunakan dalam kajian ini dapat membantu meningkatkan motivasi dalam kalangan pelajar Tingkatan Tiga untuk belajar Bahasa Inggeris. Walau bagaimanapun, kejayaan menggunakan lagu dalam pengajaran ESL mempunyai pelbagai cabaran kerana jenis lagu yang dipilih mestilah menarik perhatian pelajar. Diharapkan kajian ini dapat menyumbangkan dalam penemuan pelbagai kaedah mengenai keberkesanan dan cabaran menggunakan lagu dalam bahasa Inggeris dalam kelas ESL. Dapatan kajian yang diperolehi boleh digunakan untuk memilih

pendekatan terbaik dalam membantu pelajar dari masyarakat Orang asli untuk meningkatkan motivasi mereka dalam pembelajaran dan penguasaan Bahasa Inggeris.

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LIST OF ABBREVIATIONS

OA   :   Orang Asli

L2   :   Second Language

SDT   :   Self Determination Theory

LEP   :   Limited English Proficiency

ESL   :   English as a Second Language

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CHAPTER 1

INTRODUCTION

1.1   Introduction

Education plays a central role to ensure economic growth and national development. The pivotal role of education in building and developing the nation was mentioned explicitly in the Malaysian Education Development Blueprint 2013 – 2025 (Ministry of Education, 2013). Further to that, the National Transformation 50 (TN50) continued with efforts to realise the envisioned future of a developed nation for the period between 2020 and 2050. The goals stated in Vision 2020 to transform Malaysia as a developed nation have been expanded towards targeting Malaysia as among the top 20 countries in terms of economic development, social progress and innovation (Malaysia, 2017). In the current global economy, a nation's success depends very much on the knowledge, skills, and competencies of its kin. So as to confront the ever-changing and competitive working environment, educators should prepare future alumni with the ability to cope themselves to the different social, technological and economical transformations that are being accentuated globally. The expanded challenge expedited by globalization has likewise put a lot of weight on instructors to embrace educating and learning approaches that will make certain the accomplishment of graduates' results, thus enhancing graduates' employability (Rasiah, Kaur, & Nagaratnam, 2011). However, preparation of these potential human capitals begins from school education whereby one of the critical 21st century learning skills required is English proficiency. Thirusanku and Yunus (2012) stated that competence in this language is crucial to the development of human capital with the necessary knowledge, skills and competencies to work in a knowledge-based

economy. Moreover, Kadzrina Abdul Kadir and Wan Shakizah Wan Mohd Noor (2015) also stated that proficiency in English is related to students' employability later in life.

1.2   Background of the Study

It is estimated that there are around three hundred seventy millions of indigenous people around the world and about two-thirds of them reside in Asia (UN, 2015). Cobo (1984) classified indigenous people on the basis of aboriginality (the first in the world. Orang Asli (OA) is known as the Malay Peninsula's aborigines. The vast majority of them have been alleged to be Hoabinhian inheritors, a stone tool used by hunter gatherers who inhabited the peninsula as early as 11,000 BC (Bellwood, 1997). At present, *OA* society encompasses at least eighteen sub-groups that are culturally and linguistically distinctive (Lin, 2008). The OA is legitimately categorised into three predominant ethno-linguistic communities, the Senoi, the Proto-Malays, and the Negritos, each comprising a number of dialectics sub-groups. It is also understood that OA communities are concentrated in selected states based on their ethnic clusters, with the Senoi primarily residing in Perak and Pahang, the Proto-Malays in Pahang, Johor, Negeri Sembilan and Selangor, and the Negritos in Perak, Pahang and Kelantan (Khor and Zalilah, 2008).

Since 1957, when the Asian nation gained independence from the British people, there have been various programmes commanded by the Malayan government to boost the quality of life of the communities of Orang Asli (Mohd Asri Mohd Noor, 2012). The Orang Asli nation is a minority group that is still far behind and has a steeper slope-out rate in education particularly in comparison to other communities (Kamarulzaman Kamarudin & Osman Jusoh, 2008; Abdullah, 2011). This includes all ranges of schooling beginning from pre-school to tertiary education

institutions. Statistical data from the Orang Asli Department (2010) revealed that 1,322 of the 3,853 pupils from Orang Asli community who graduated in the year six were unable to progress to Form One. About 30% of Orang Asli pupils accomplished their high school education, which is lesser than half of the national averate rate (Ministry of Education, 2013). This highlights that learning accomplishment among Indigenous children are low in Malaysia (Ma'rof & Sarjit, 2008; Mazzlida Mat Deli & Ruhizan Mohamad Yasin, 2016) as it clearly illustrates the attainment of Orang Asli students are not at a notable level yet. Therefore, focusing more research to assist the indigenous students in developing their language proficiency is essential to increase their performance and ensure that they too can become significant contributors to the community and nation.

Malaysia has been one of the Asian countries that has adopted a bilingual education system for the past fifteen years. In the scenario of Malaysia, Bahasa Malaysia is the national language, and the government has complied on English as an additional language in which to be within the education system. The process endeavours to seek stability between international and national expectations and challenges manifested through language education policies (Gill & Kirkpatrick, 2013). English is a vital second language (L2) and is widely communicated and used in countries that were generally ex-colonies of the United Kingdom or the United States, including Malaysia, Nigeria, India and the Philippines (Jantmary Thirusanku and Melor Md. Yunus, 2012). In the Malaysian education context, acquisition of bilingual skills is one of the aspirations stated in the Malaysian Education Blueprint 2013 – 2025, as a result promoting the need for students to master both Malay language, as the national language and English as a second language (Ministry of Education, 2013). In both languages, skills encompassing reading, writing, listening

and aspired speaking besides grammar are given emphasis to ensure mastery of the language. As in the Malaysia Education Blueprint 2013-2025, equity and access to education for all Malaysian regardless of their ethnicity has been emphasized. Therefore, efforts are also being made in practice and research to ensure that the OA are also not left out, but they would also master the proficiencies in both Malay and English languages. This study is focused on examining the indigenous students' perception towards learning English and exploring instructional methods which may enhance their motivation to learn so that they too would be capable of achieve a soaring level of literacy in this language.

1.3   Statement of the Problem

Learning a foreign or a second language is not an easy feat. Motivation plays a critical role to drive the learners' actions to learn another language. Motivation is crucial as highly motivated individuals would learn easier and succeed better (Norlizah Che Hassan & Thava Malar Arumugam, 2017). This is aligned with Dornyei (2010) who stated that motivation provides the reason why an individual decides to do something and willing to do sustain doing the activity for a specific duration of time. However, understanding the concept of motivation and relating them to students' learning actions of is not easy.

Orang Asli (indigenous Malaysian) students from rural schools are often classified as poor learners and often score poorly in performance tests. Furthermore, *Orang Asli* pupils are easily distracted in their learning when they are not engrossed in the subjects (Norwaliza Wahab, Ridzuan Jaafar, Ramlee Musapha, Arasinah Kamis, & Haryanti, Mohd Affandi. 2017). The low motivation to learn among *OA* students could be affected by several factors. Influencing factors identified by Nor et.al. (2011) as cited by Rohaida Nordin, Muhamad Sayuti Hassan, and Ibrahim

Danjuma (2018) are language barriers (lessons are taught in Malay or English), insufficient school facilities, the education system that does not meet their level and being taught by non-OA teachers who have little knowledge and understanding on what OA needs. With regards to poor understanding in how to make learning appealing to these students, integration of diversified teaching methods can attract their attention so that they do not get easily disinterested for the duration course of action, of teaching and learning in the classroom (Norwaliza Wahab et al, 2017). Parallel to this, Norwaliza Wahab et al. (2017) stated that there should be an inclusion of interesting teaching aids in compliance with the students' needs and levels of cognitive development with the purpose of cultivating students' desire and motivation to continue learning (p. 79).

Gardner and Lambert (1972) mentioned that motivation is influenced by two elements: integrative and instrumental motivation. Instrumental motivation, commonly known to be extrinsic motivation, encourages students to learn the language for incentive reasons such as good feedback or favourable grades (Deci and Ryan, 1985). On the other hand, integrative or intrinsic motivation refers to the desire to learn a language so that the individual can successfully integrate into the target language community, where in this case, the learner is motivated if he regards learning as a goal by itself (Melor Md.Yunus and Nur Rashidah Khairunnisa Ranjeet Abdullah, 2011). Therefore, it is necessary to understand and to use both integrative (intrinsic) and instrumental (extrinsic) motivation in order to get students motivated to learn English as a second language. The concept of intrinsic and extrinsic motivation is used often in educational research to explain differences in motivation among these students (Long, Ming & Chen, 2013).

Researchers (Jolly, 1975; Shin, 2006) concluded that songs are constructive teaching tools that continue to maintain and enhance students' motivation, particularly in situations where they are beguiled and supported by vibrant visuals graphics, realia (real world objects used in classroom instruction), and movement. These enhancements add auxiliary sensory and visual input which reinforces the learning method (Jolly, 1975; Shin, 2006). The English Language Curriculum Specification for Form Three (Ministry of Education, 2003) explicit that, the utilization of sounds, music and movement in classroom activities are particularly helpful to learners who are inclined toward musical and kinaesthetic intelligences.

1.3.1 Traditional Music in the Orang Asli Community

Using music in English language teaching gives a positive result in the acquisition of the language of the students (Mora, 2000). Keskin (2011) asserts that music facilitates learning of a foreign language. In many cultures in Malaysia, music is played to denote certain occasions taking place. For example, the *OA* sing songs like 'Sewang' to cure sickness. The Malays, especially those from the East Coast of Malaysia, also have some special songs like 'Ulek Mayang' to cure sickness during the olden days, and similar culture concerning specific songs is also notable among Malaysian Indians and Chinese. Thus, the researcher believes that music and songs have some kind of influence on minds and soul (*Che Aida Md Ali* & Nor Azmi Mostafa, 2004).

Moreover, psycholinguistics researchers Carroll (2000) and Larsen-Freeman (2000) revealed that songs can activate language learning and acquisition in both hemispheres of the human brain. Songs are therefore highly motivational, as scholars claim, because they increase comprehension and encourage as well as empower students to learn to gain knowledge, making the learning platform fun. The

obvious notable features of songs in a field of language learning are the ability to influence and shift the moods of the learners. They may affect motivation positively or negatively, and the emotions evoked by songs that students hear may boost motivation, build a stronger bond with language, and the eagerness to learn.

In a recent study by Norwaliza Wahab et al. (2017), it was indicated that, from a discussion with the headmaster of the Orang Asli Schools, there are three key features known as 3Ms: "Makan (eat), Muzik (music) and Main (play), which attract these students to school (p. 5). Despite the fact that there has been limited experimental research carried out on the effectiveness and motivation of using song lyrics in the teaching of English among indigenous children, the researcher believes that the use of songs in teaching English language to the indigenous group of students in *Sekolah Menengah Kebangsaan Muhibbah* would provide a fruitful outcome.

1.3.2   Song and Music in the Classroom

Researchers identified that music can increase stress tolerance and reduce negative feelings (Sze & Yu, 2004). There are varieties of music within our culture. Each individual has his/her music preference whether it is pop, rock, jazz, rhythm, blues, or classical to name a few. Music impacts people in exceptional ways and can have emotional effects on mood as well as various consequences on humans' ability to concentrate on cognitive responsibilities.

Several studies have also shown that songs can motivate students to learn English (Aguirre, Bustina & Garvich, 2016). Songs facilitate learning a second language so that it becomes easier (Defaz, 2011). From music, songs are generated where some have powerful lyrics, which can be used in language instruction in the classroom. Music also has been discovered to contribute to the acquisition of

linguistic skills in the component of reading, writing listening and speaking (Naser Rashidi & Farman Faham, 2011). Studies showed that songs and music benefit learners in terms of vocabulary acquisition (Joyce, 2011), retention of information and grammar (Rosova, 2007), pronunciation (Sigurðardóttir, 2012) or simply to familiarize with the target culture (Salcedo, 2002).

Although there has been extensive study of the advantages of songs and music in the language classroom, few studies focus mainly on motivation (Aguirre et al., 2016). These research concentrate on using songs to learn English (Rosova, 2007) or to learn languages in general (Sigurðardóttir 2012) with some emphasis on motivation. However, motivation is not the focal point of these studies (Rosova, 2007; Salcedo, 2002).

It should be noted that not every learner shares the same opinion of learning a new language. Some may have a negative disposition towards learning a second language (Sigurðardóttir, 2012) and such negative attitude needs to be changed. Songs and music have elements that ignite students' interest to learn. Even though musical intelligence among students is often overshadowed, music may not be the greatest intelligence for all, but it is something that young people usually appreciate (Aguirre et al., 2016). Thus, this study intends to determine the importance of songs among the Orang Asli in teaching English and to identify the songs ability to develop their motivation to learn English.

1.4   Objectives of the Study

The aim of this study is to determine whether the use of songs in the classroom can improve the learning motivation of students for English language. In this study, the focal point is on *Orang Asli* (OA) students with limited English proficiency (LEP)

who will be taught using songs to improve their motivation to learn English language. The research objectives are as follows:

1. To identify indigenous LEP Form 3 students' type of motivation to learn English

2. To explore perceptions on the use of songs to learn English language among indigenous Form 3 students with LEP; and

3. To determine how songs, develop indigenous, LEP Form 3 students' motivation to learn English.

1.5   Research Questions

The following research questions derived from the research objectives are presented:

1. What is the indigenous Form 3 students with LEP's type of motivation to learn English?

2. What are the indigenous, LEP, Form 3 students' perceptions on the use of songs to develop motivation to learn English?

3. How do songs develop indigenous, LEP Form 3 students' motivation to learn English?

1.6   Significance of the Study

The focus of this study is on exploring the use of song to develop motivation to learn English among indigenous Form 3 students in a rural secondary school in Peninsula Malaysia. The implementation of this study will directly benefit the students in this school as they will be exposed to the use of authentic material and contemporary instructional method that deviates from what they are used to in the classroom. Hence, it breaks the monotony of their usual classroom activities and it might provide a more open attitude among teachers and students in the classroom to explore and use song in their routine English lessons. Further to that, the use of songs might trigger the intrinsic motivation of the students to like learning English and

therefore, they will put more effort to learn the language because they want to, not because they have to. Intrinsic motivation is stronger and has a more lasting effect on the students' future learning behaviour (Deci & Ryan, 2000; Oletić and Ilić, 2014).

Additionally, this study focuses on indigenous students with low English proficiency. Therefore, findings from this study provides the empirical evidence to support the use of creative and innovative instructional practice as well as the importance of immersing students in an English rich environment by means of popular English songs and contemporary music. Therefore, the lessons designed in this study, the selection of popular songs and the impact on students' learning motivation and achievement serves to strengthen the notion that songs could be used as an alternative means of making language learning more enjoyable and interesting.

With the current lacking empirical studies on the use of song being used as part of teaching and learning of English among indigenous students in Malaysia, this study would then be a significant contribution to the repertoire of research on this group of students in Malaysia. Hence, this study could provide a reference for future studies in this field.

1.7 Limitations of the Study

There are some limitations identified in the implementation of this research. The first limitation identified is on the selection of methods to increase learning motivation. There are other methods for such intentions but in this research, the use of songs is explored. This study is also limited to the indigenous Form 3 students of a selected rural secondary school identified with LEP. Therefore, this study is inclusive of non-random self-selected struggling learners in the target school.

The second limitation is on the generalization of the research output that cannot be extended to the research population as a qualitative approach is undertaken

with a purposive sampling method. Nonetheless, to ensure that there is comparability among the, homogenous sampling method is employed. This study uses mainly a qualitative approach to ensure that findings are reliable. However, Hodkinson and Hodkinson (2001) explained that qualitative studies "are not generalizable in the conventional sense" (p. 11). Further to that, qualitative studies do not allow "numerical representation" (p. 10) and unable "to answer a large number of relevant and appropriate research questions" (p. 10). Hence, the use of qualitative study limits the expansiveness of research questions that can be answered but it does provide rich data for exploration (Devaney, 2012).

Lastly, this study focuses on one school only, therefore limiting this research as a small sample size study. This study undertakes a small sample size of only 34 students, adopting one of the Form Three classes in the target school.

1.8   Operational Definitions

The prominent terms used frequently in this study are operationally defined as follows:

1.8.1   English

English language is an essential second language (L2) and is predominantly spoken and is widely used in countries that are typically ex-colonies of the United Kingdom or the United States, as well as Malaysia, the Philippines, India, and Nigeria (Jantmary Thirusanku and Melor Md. Yunus, 2012).

1.8.2   Songs

The term songs referred to pieces of music with words, particularly popular songs as those you hear on the radio (Rosova, 2007).

1.8.3 Popular Songs

Popular songs are also acknowledged as contemporary songs, which can be classified as current music that is popular amongst young people and typically consists of easy tunes with a strong beat. According to Gammond (1991), the use of the term "popular" in regards to lighter musical variations dates back to the mid-19th century. In the 1950s, the abbreviation "pop" was adopted as the umbrella initials for a one-of - a-kind music product variety aimed at a teen market.

1.8.4 Song Lyrics

When creating a foundation for critical awareness, song lyrics are considered to be appropriate instructional text vehicles (Alvermann, 2002; Hinchman, Alvermann, Boyd, Brozo, & Vacca, 2003; Molden, 2007). They are also reading instructional texts, have a recursive nature, and song meanings which can be used before, during and after studying the complimentary texts.

1.8.5 Motivation

Reilly (2017) describes motivation as the state or condition of someone being driven by a strong reason to act or to achieve something. Motivation is divided into two types: intrinsic and extrinsic motivation. Intrinsic motivation is "motivation to participate in one's own activity for one's own benefit" (Khauchak & Eggen, 2005), whereas extrinsic motivation is "motivation to indulge in one's activity as a means to an end" (Khauchak & Eggen, 2005). In this study, motivation specifically refers to the desire of students to learn English.

1.8.6 Orang Asli/Indigenous

Orang Asli (OA) is the term used to refer to the Malay Peninsula indigenous peoples. In addition, there are 18 indigenous subgroups in the category (Nicholas, 2005). OA people live mainly in Pahang and Perak in West Malaysia (JHEOA, 2006).

Due to poor educational performance, the OA remains one of the poorest communities in Malaysia (Nadchatram, 2009). Despite all the programmes supported and provided by the Malaysian government, the Orang Asli children in Malaysia still have high school drop out rates (Mohd Asri Mohd Noor, 2012; JHEOA, 2006). Looking specifically at English language teaching, a study by Zuraihan Abd Kassim & Airil Haimi Mohd Adnan (2005) in a rural school in the state of Perak revealed an alarming cycle of underachievement for OA children.

1.8.7 Low English Proficiency (LEP)

The term 'low English proficiency' (LEP) learners is often used when describing ESL learners with poor academic achievements in English tests, examinations and ESL-related activities (Hsu & Sheu, 2008 as cited in Juin, 2016).

1.9   Chapter Summary

This chapter has comprehensively explained the background of this study and stated the research gaps that prompted the focus of this study as explained in the research objectives and research questions. The significance of this study from a practical and methodological standpoint has been discussed. In addition, the limitations of the research were stated, and the terms used ubiquitously in this study have been operationally defined. The next chapter provides more elaboration based on review of the literature.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter endow with a literature review regarding the use of song in the language classroom with the intention of increasing students' motivation and achievement in learning English. Hence, this chapter provides some conceptual and theoretical perspectives related the use of songs with learning motivation.

2.2   Low English Proficiency among indigenous students in Malaysia

This study aims in investigating whether the use of popular English songs could help increase indigenous students' motivation to learn English. As motivation to learn a new language is necessary to ensure the effectiveness of language learning acquisition, understanding the reasons behind indigenous students' LEP is inevitable.

A study by Warid Mihat (2015) investigated the effectiveness of a special curriculum introduced by Malaysia's Ministry of Education under the Malaysia Education Development Plan 2013–2015 to meet Malaysia's indigenous societies' needs. The special curriculum, Kurrikulum Standard Sekolah Rendah Kurrikulum Asli Penan (KAP) or Standard Based Curriculum for Primary Schools' Penan Curriculum specifically designed to help the Penans of Sarawak. The curriculum was designed to equip indigenous students with the respective skills such as to:

i.   read, write and count

ii.   reduce truancy

iii.   raise awareness towards hygiene, security and well being

iv.   encourage students to communicate with others outside their own community

v.   raise their self-confidence

vi.   inculcate positive values

vii.   expose them to different cultures in Malaysia

The study on English KSSR's effectiveness revealed that KAP was not suitable as the predetermined language skills were unachievable and teachers in those schools were not able to carry out the implementation due to lack of support and guidance.

In the context of this study, the selected group of indigenous students face the same predicament as the Penan students mentioned in Warid Mihat (2015). Both group of students are confined in their small community with little exposure to the outside world. Their LEP is also caused by being minimally exposed to different cultures and lifestyles. For LEP students in this study, their LEP is determined by their poor scores in their English language examinations and their inability to become active participants in ESL activities (Hsu & Sheu, 2008 as cited in Juin, 2016). Therefore, lack of exposure could lower these students' motivation to learn English and the interest to learn is also affected as English is not a language commonly used in their community (Ler, 2012).

2.3   Learning Motivation

Motivation was universally accepted as a major key player in successful and productive language learning (Chen & Chen, 2009). Harmer (2001) defined motivation as a basic form intrinsic drive that gives someone the urge to achieve a particular goal. Topalov (2011) stated that motivation refers to what drives people to start an action and to persist in performing the action. In addition, motivation is described as an inner emotional state that stimulates, guides, and maintains behaviour (Woolfolk, Hughes, & Walkup, 2008). Motivated learners will have a more positive attitude and perform better than others towards the target language. From students'

perspective, motivation is related to their willingness and personal motives to engage in learning activities (Brophy, 2004).

Motivation is a dynamic and complex construct and there are various theories related to motivation in education, psychology and sociology (Dörnyei & Ushioda, 2011). Learning motivation is described as "a combination of language learning desire, positive language learning attitudes, and learning effort" (Gardner, 1985). According to Gardner and Lambert (1972), intrinsic and extrinsic motivations play critical roles in second language learning. Intrinsically motivated students will play a part in an activity to experience the enjoyment it provides and the sense of accomplishment it gives. Extrinsically motivated students, on the other hand, strive to achieve targets in exchange for reward as well as to avoid some external punishment of the activity itself (Wong, 2010).

2.3.1 Socio-Educational Model of Motivation

Gardner and his collaborators developed the socio-educational model in 1960 (Gardner, 1985) as a way to describe the attitude and motivation of learners to learn a second language. Their theory suggests that second language learning happens in an individual learner's natural context. This therefore means that the social environment of the learner greatly influences the learning of the second language.

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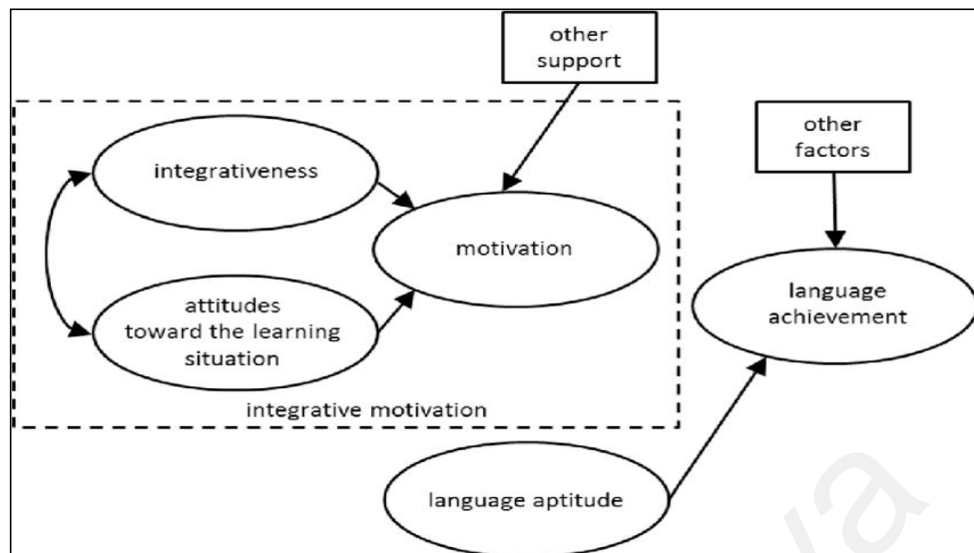
Figure 2.1 Socio-Educational Model of the Second Language Acquisition

(Gardner, 2011) Source: Sumiyoshi and Svetanant (2017).

In this model, Gardner and Arnold (1985) explained four variables that are interrelated with second language learning: (i) social milieu – the individual learner's cultural setting and his environment; (ii) individual differences – this relates to one's intelligence, aptitude, motivation and anxiety; (iii) second language settings – the formal and informal learning settings; and (iv) outcomes – linguistics and non-linguistics skills. These four variables implied that there are many considerations to be taken into account to understand second language learning. In 1985, Gardner added integrative motives within the individual differences variable which consist of three components: integrativeness, attitudes towards the learning situation and motivation (Saranraj & Meenakshi, 2016). According to this model, motivation is a function of integrativeness, attitude towards the learning situation, and instrumentality (Gardner et.al, 2010).

Integrative motivation states that learning a second language is different from other school subjects as there is a need for the learners to be open to the second language group and willing to adopt features from it (Al-Hoorie, 2017). Integrativeness means that the learner has the desire to be integrated or become a part

of the English language group. Instrumentality, another factor of motivation relates more to goal such as passing an exam (Gardner & Lambert, 1959, p. 267). However, integrative motivation is more powerful than instrumental motivation. Gardner's socio-educational model summarises that: (i) motivated learners will expand efforts to learn another language; (ii) motivated learners want to attain goals; and (iii) motivated learners enjoy the task of learning a second language.

2.3.2 Intrinsic and Extrinsic Motivation
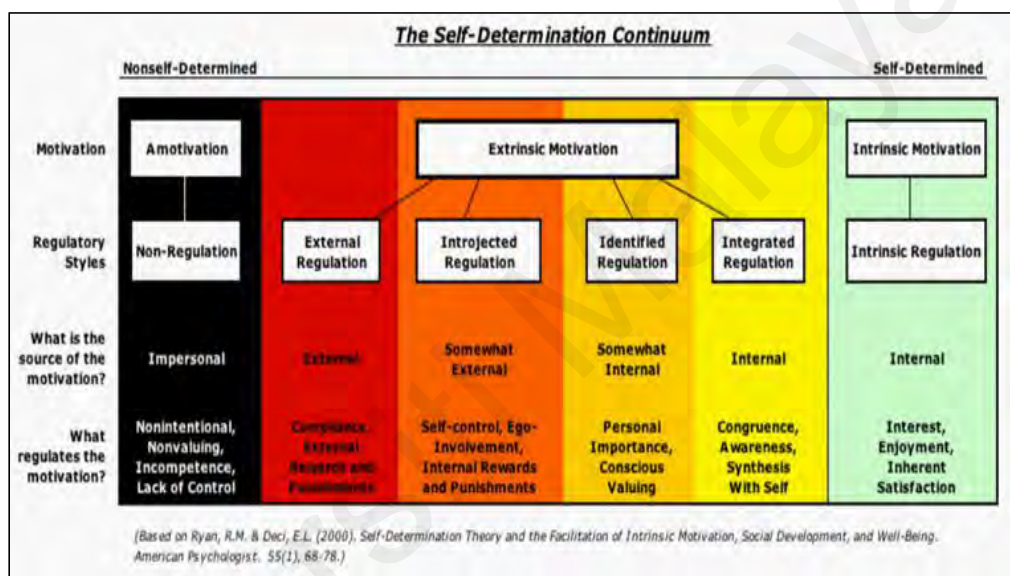
Figure 2.2 The Self-determination Continuum (Ryan and Deci, 2000)

Source: https://positivepsychologyprogram.com/self-determination-theory/

Motivation, from a cognitive and situated perspective, has been further enhanced by Deci and Ryan's (1985) assertion that motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation denotes that the learner is engage in learning spontaneously for the satisfaction or enjoyment that he gets from the activity. On the other hand, extrinsic motivation relates to being engaged in a task due to the individual's desire to gain some incentive like money, food, reward.

This theory is reinforced by the self-determination theory of Deci and Ryan (1985), which defines intrinsic motivation as "the inherent, natural propensity to

indulge one's interest and exercise one's abilities (p. 41), while extrinsic motivation incorporates external factors such as the perceptions of others and the reward from good grades (Dörnyei and Ushioda, 2011). Deci and Ryan (1985) cautioned that extrinsic factors can be demotivating as these factors may put a demand on the individual which in turn, could hinder learning. However, the internalization process, whereby extrinsic stimulus is absorbed by the learner, may occur and transform into intrinsic influence.

An individual can therefore, develop a behaviour, perception or regulation of behaviour and progressively turn it into a personal value, purpose or organization (Deci and Ryan, 1985). Nevertheless, a person that is not merely driven by external factors are said to be free from outside pressures and become self-determined, which is positive for learning. Another aspect of motivation relates to autonomy whereby the teacher encourages the students towards greater intrinsic motivation, curiosity and the desire for challenge. By lessening control in the classroom and allowing students to be more in-charge of their learning, they are more likely to be motivated.

2.4   Self-Determination Theory

There are many theories explaining learning motivation. Among the popular ones are the Self-determination Theory by Ryan and Deci (2000). The theory of self-determination is one of the well-known theories on motivation and relates to differentiating intrinsic and extrinsic motivations (Oga-Baldwin, Nakata, Parker, & Ryan, 2017).
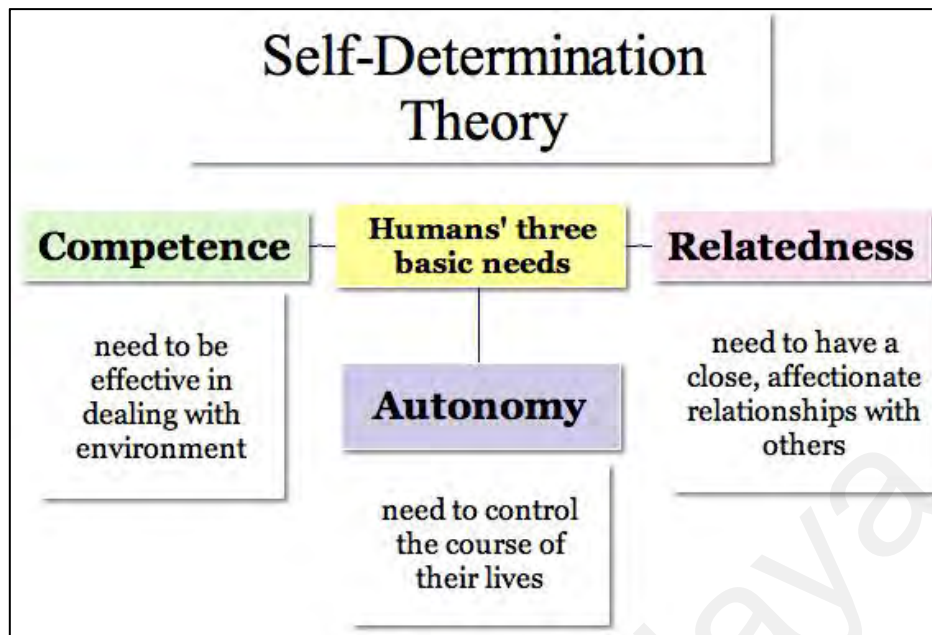
Figure 2.3 Self Determination Theory

Source: Ryan and Deci (2000)

Ryan and Deci (2002) proposed that there are distinctive types and qualities of motivation: the need for competence, the need for relatedness and the need for autonomy. Brief explanations of these three components are given as follows:

- The **need for competence** refers to the need to encounter opportunities to interact with the social setting and displays that one has the capacity in a confident and effective manner;

- The **need for relatedness** refers to the need to feel one belongs to, is loved and cared for, valued and connected to others who are important such as parents and educators who promote goals such as values in the classroom;

- The **need for autonomy** includes an understanding of unpressured willingness to engage in and participate in an activity.

2.4.1   Rationale for Using Self-Determination Theory

In the context of this study, the Self-Determination Theory is used as the main theory to explain students' motivation from an intrinsic and extrinsic perspective. Dincer and Yesilyut (2017) mentioned that self-determination theory is often used in language education research as it is centre of attentions on the kind of motivation rather than the amount of motivation. More specifically, Self-Determination Theory relates to the idea of classroom engagement (Jang, Kim, & Reeve, 2012). Engagement alludes to the temporary situation in which students act, study and do something (Oga-Baldwin et al., 2017). In addition, engagement is the energy used to actively learn and a dynamic aspect that lead to the advancement of motivation in the classroom (Jang et al., 2012).

Based on the theory of self-determination, classroom environment is seen as an influence and is influenced by the extent of students' enjoyment of their study, attention to the activities, and thinking actively. Students who discover their class interesting, fun and engaging show emotional involvement. They consider their assignments and activities are daunting, thus prompting them to ponder actively and deeply as well as to make full use of their aptitudes, led to cognitive engagement (Oga-Baldwin et al., 2017). Both types of engagement lead to significant achievement (Jang, Kim, & Reeve, 2016).

2.5   Use of Songs in the Classroom

Learning a foreign language can be daunting for learners who have limited exposure to the language. Numerous methods can be used to enhance students' learning and interest. Song is one of them. Teenagers often use music and songs as a means of regulating their state of mind as well as boosting their emotions, such as distracting themselves from being depressed or having trouble (Roberts et al., 1998). Music is

normally related to songs and lyrics whereby most songs tell about people's life experience such as love, joy, happiness, pain and loneliness. Most teenagers regard song lyrics to be something with messages that assure them that they are not alone in the universe and that the other people also have similar experiences (Campbell et al., 2007: p. 228). Therefore, music is not only a healing tool but can also be used for teaching.

According to Saricoban and Metin (2000), song contains authentic and informal language. It serves as an important resource that can be used to establish students ' language skills, such as listening, speaking, reading and writing. Songs, rhymes and music can be used as they provide children with the ability to retain a larger amount of information (Ortis, 2008: p. 207). The ability of music to enhance students' learning can be explained by what happens in the brain. Music sound waves are detected in our ears and transformed into nerve impulses that are then sent for processing to the right and left temporal lobes. Music and singing processing is stored in the brains, where other functions such as emotion, memory and language are also located (Ortis, 2008: p. 206). Hence, this relates to the positive effect of using music to teach a second language.

2.5.1   Benefits of Songs in the Classroom

Song can help develop automaticity, which becomes the primary cognitive reason in the language classroom for using songs (Schoepp, 2001). Songs are repetitive, logical and persistent (Kusnierek, 2016). Songs, in its catchy melody and lyrics, can become constant in the mind all day long and people may find themselves singing the same song over and over. Therefore, the learner gets to hear himself repeating the same words in English over and over in his mind until he gains familiarity with the words.

For the 21st century learners, the use of music in classrooms in the form of songs and lyrics provides a change from the traditional classroom routines. The use of music ensures a stimulating learning platform that encourages them to participate in the lesson. Music can help students to build their skills in a creative and innovative manner, and at the same time, motivating them and impacting learning in a positive way. The addition of variety and creativity to the learning experience expand the capacity for developing language by stimulating the brain with exclusive and enhanced learning. Furthermore, song lyrics are abundant in this digital age and easily accessible with software and a wide range of selection supporting learning activities in the classroom (Boothe & West, 2015).

Learning a language requires advanced cognitive abilities and by using song lyrics it can improve cognitive learning by incorporating different dimensions to engage students with differential skills (Cooper, 2011). The incorporation of music into learning helps to develop meaningful and authentic interactions that are interlinked, versatile and cooperative. Besides that, song provides enjoyment and entertainment. The use of Karaoke with its subtitles for example, reinforces language learning. Singing is less threatening particularly for those struggling to learn the language. The catchy tunes of songs provide repetitive practice to enhance fluency. According to Mora (2000), songs have rhythm, pitch, intonation, stress and tempo, which are also features of spoken language. These features provide the sense of life and meaning to the language and song. Music in songs provides the pitches, rhythm, tempo and it is an instrument of expressing the general meaning of music while the words give details that create a mental picture of its meaning (Cooper, 2011).

The incorporation of music in language classroom also allows students to learn using different learning styles. Visual learners can glean meaning in a song

from reading words while kinaesthetic learners can follow the beat by tapping their feet while auditory learners listen to the music. Therefore, songs expose the students to the rhythmic beat and pace that are present in reading and speaking (Cooper, 2010: 27; Flohr, 2010:16). Speaking, singing and reading phrases of music while following the rhythmic beat can build fluency via kinaesthetic learning. For visual and aural learning, songs stimulate both senses from the lyrics that are visually presented and listened to, and the basic structure of rhythm and rhymes are the building blocks for learning (Cooper, 2010; Patton, 2016).

2.6   Effects of Songs on Students' Learning Motivation

Motivation refers to the state or condition of one being motivated or driven by a strong reason to act or attain something (Reilly, 2017). Students, who are struggling or reluctant readers, are less motivated as they do not have a strong reason to become good readers. Bandura (1986), with his social cognitive theory, suggested that motivation or lack of it is due to the individual's self-efficacy pertaining to the task. Self-efficacy is the belief that one has about himself, that he has the ability to perform an act, and this causes the person to decide, put effort and stays persistent even in the face of adversity. In classroom context, self-efficacy relates to mastery experience which is about experience of successfully conducting a task and continuing to perform the task until mastery is attained (Reilly, 2017). Therefore, for a student to have the drive to continue trying to complete a task successfully, he must first be motivated to do so.

Pawlak (2012) stated that motivation is not static. Babaee (2012) explained that motivation can arise from wanting respect and approval, can be task or situation specific, and in the form of either intrinsic or extrinsic. Students may develop different reasons to learn language including enjoyment for the language, wanting to

secure a job that requires the language, or other reasons. According to Pawlak (2012), extrinsic motivation plays a role to provide a learning purpose to struggling students who needed a good grade for the language while intrinsic motivation is for advanced learners who persevered over time to acquire the language. Motivation can also be gender related. Shams (2008) found that girls tend to be more motivated and positive towards learning English compared to boys.

Context can also shape learning motivation. Based on a study by Gardner (2007) in seven countries, there are two basic contexts for language learning motivation. The two basic contexts for language learning are known as integrativeness and classroom motivation. Integrativeness refers to the students' involvement in learning the language owing to interest in the culture relating to the second language or a general interest in language learning. This implies that students have desire to use the language in their communication with native language speakers. Csizer and Dornyei (2005) stated that integrativeness is important to determine the learner's disposition. A student, who perceives ideal-self to be proficient in the second language, is said to have an integrative disposition. The other context is classroom motivation, which is related to students' attitude towards the learning situation. Classroom motivation is applicable when students desire to learn English to obtain excellent grades or to advance their career, and not because they want to learn about the English-speaking culture (Devaney, 2012).

2.7   Past Studies on the Use of Songs in the Classroom

The success of acquiring a new language is dependent on several factors namely motivation, anxiety, affective factors, emotion and self-esteem (Siti Khasinah, 2014). In order to ensure that the learning process takes students' emotional wellbeing into consideration, songs are used to create a better learning experience in ESL

classrooms (Dzanic & Pejic, 2016). Using songs, particularly in foreign language teaching, has been heavily researched (Israel, 2013; Dzanic & Pejic, 2016; Busse et.al., 2018; Bokiev et.al., 2018; Vishnevskaia & Zhou, 2019). Songs are viewed as a tool that enhances text memorisation and could induce learners to acquire the intended language (Salcedo, 2002 as cited in Yau, 2015).

Motivation is the current study's main focus as it is necessary to understand students' attitudes towards the language and whether their perceptions influenced how they learn the language. According to Siti Khasinah (2014) and Alizadeh, 2016), motivation is crucial when learning new languages as motivation pushes an individual to overcome any challenges in order to be good in something new. In the context of ESL, Nadera (2015) suggested that music should be integrated in the daily teaching and learning to motivate EFL students to learn.

Songs can also be used to help develop ESL/EFL students with LEP to learn English. LEP students often could not master English as they use other languages at home. They do not normally use English to communicate with others in their community; hence they would not be familiar with the language and its academic and social uses. LEP students also tend to use simple and basic forms of the language (Samson & Collins, 2012).

A study by Dzanic and Pejic (2016) carried out in Tuzla, Bosnia and Harzegovina reveal that songs could be used to teach English as it could meet a variation of learning styles while giving students a positive learning experience. The participants were twenty-eight second graders aged between 7 to 8 years old who learned English as a foreign language since first grade and were only exposed to the language only during English lessons. The findings also showed that songs had a positive influence on the students' vocabulary retention. They also showed positive

learning attitude regardless of their learning styles. Their study concluded that songs help learners to become motivated and developed a love for language learning.

Romero, Bernal and Olivares (2012) conducted an action research to investigate motivation among students to speak English. Their study used songs as the main resource. The non-threatening environment of the lesson using songs led to learners being able to pronounce words freely and accurately. The students did acquire new vocabulary and were motivated to learn English. Aguirre, Bustinza and Garvich (2016) studied how songs influence motivation of primary school students in Lima, Peru.

In another study conducted by Asmali (2017) among Turkish primary school students, it was found that parents, teachers and favoured learning conditions as well as activities determine their learning perceptions, behaviours and motivation to learn English. The study also showed that singing songs and playing games are the students' absolute favourite activities as they have been intrinsically motivated to learn English. Nevertheless, using songs to teach particularly the low proficiency learners can be challenging as teachers must ensure the suitability of their materials and songs. Teachers are often faced with the difficulty to select songs that contain positive messages and friendly lyrics. Before deciding which songs to use as teaching materials, apart from making sure that the songs are positive in nature, teachers must remember that it is crucial to choose songs sung with good and clear pronunciation and articulation. Failure to do so could affect the initial objectives as students might not be able to understand the song because it was either too difficult or incomprehensible.

Yau (2015) whose study revealed that sixty teachers who taught English to young students in Malaysian schools agreed that using songs in English classrooms

has positive effects on the students. However, the absence of good strategies prevented teachers from being able to select songs and materials that meet their students' levels and needs. Hence, teachers must know how to choose appropriate songs and ways to make the use of the songs, as teaching materials, to instigate both students' interest and acquisition of knowledge.

2.8 Theoretical Framework Supporting the Use of Songs in the Classroom

The theoretical framework that promotes the use of songs in language classrooms is provided by Krashen's second language hypotheses and Gardner's multiple intelligences.

2.8.1 Krashen's Second Language Hypotheses

Krashen (1982) proposed five hypotheses based on the nativism linguistic theory. These hypotheses include: the acquisition-learning hypothesis, the monitor hypothesis, the input hypothesis, the natural order hypothesis and the affective filter hypothesis.

The acquisition-learning hypothesis in Krashen's language theory is considered the most important hypothesis amongst all the other hypotheses. Krashen (1982) describes the existence of two independent performance systems in the second language which is known as the system acquired and the system learned. The acquired system is a system that has been acquired and it is the result of a subconscious process which is similar to the process that the child should endure when acquiring the first language. It requires meaningful interaction in the target language, where speakers put more emphasis on their communicative actions rather than utterances. On the contrary, the system studied is the result of formal instruction and it consists of conscious evidences leading to mindful language knowledge.

The monitor hypothesis describes how acquisition and learning are related and interprets how learning influence acquisition. The monitoring mechanism is the practical outcome of the grammatical structures that has been learned. Krashen explains that the acquisition system initiates utterance while the learning system executes the function of the monitor. The monitor hypothesis plans, edits and corrects functionality when three particular requirements are met: the ESL learner has ample of time at his disposal, he or she emphasised is on forms or correctness, as well as the learner understands the rule and regulations. In second language learning, the role of conscious learning is more limited but still useful to correct divergences from normal speech. Krashen explains that there is individual variation in terms of language performance due to the use of monitor. A learner that uses the monitor incessantly is over-users who are often regarded as lacking self-confidence. Another hypothesis, the Input hypothesis, explains how a second language is acquired by learners. This theory therefore focuses solely on acquisition rather than learning. It asserts that the learner improves and continues to evolve by receiving a second language 'input', which is one step beyond his or her current state of linguistic competence. By exposing the learner to a comprehensible input – the target language that the learner is yet to develop but can still understand, the learner would gain the language.

The natural order hypothesis implies that grammatical structures are acquired to a 'natural order' in which the hypothesis states that some grammatical structures tend to be acquired early and some at a later stage. The final hypothesis in the theory of Krashen is the affective filter hypothesis that acknowledges the role of affective variables in facilitating the acquisition of second language. In learning second language, learners who are highly motivated, more confident and have a good self-

image with a low level of anxiety are more successful in acquiring second language. Conversely, low motivation, low self-esteem and anxiety will elevate the affective filter and avert the comprehensible input from being used for acquisition. In order to explain the use of songs and music in enhancing learning motivation, Krashen's input hypothesis seems the most relevant. Songs and music are considered as comprehensible input, which can be used to improve their current language competence from a low level to a higher one. Songs are also enjoyable and thus, provide motivation and able to captivate their attention to learning the language which traditional learning methods cannot do. Therefore, Krashen's affective filter hypothesis applies. Music is soothing and able to evoke emotions. Positive emotions increase the learners' affect and lower the filter for language acquisition. When the affective filter is weak, it allows for more learning goals to be accomplished. Learning is successfully attained when the students show positive attitude towards learning (Schoepp, 2001). Therefore, a conducive learning environment can promote positive attitude for learning. Music and song can lower affective filters' influence that interferes with language learning (Boothe & West, 2015).

2.8.2 Gardner's Theory of Multiple Intelligence

Gardner (1993) proposed eight distinct types of intelligence: musical, spatial, logical, linguistic (verbal) logical-mathematical, bodily-kinaesthetic (movement), interpersonal (understanding others) and intrapersonal (understanding oneself) and naturalist (observing and ability to understand natural and human-made variations and systems) that are independent of each other. According to Gardner (1998), men are born with a propensity to thrive in all fields, but their abilities are realised in only a few aspects due to the influences of culture, motivation and experience.

Gardner (1983) explains that of all the intelligences, the first intelligence to establish was the musical intelligence. A child is already conscious of the pitch, melody, rhythm and rhyme which are all components of learning, even at a very tender age. Therefore, the use of music can potentially meet different learning styles. Music provides a means of using various instructional techniques in the classroom (Thares, 2010) and teachers can employ various techniques to address needs of differentiated learning styles (Hill-Clarke & Robinson, 2004).

Music is considered as auditory as the students' hear the song's melody and the lyrics. It is also kinaesthetic as the students move in tandem with the beat or rhythm of the song. It is also tactile as the students elicit emotion based on what they hear, and songs are also visual as the lyrics are written to enable oral reading (Brown & Brown, 2008). Hyde (2008) stated that music applies to all learning modalities and therefore, can help students to improve their language goals. Music also incorporates many elements in the brain that inevitably lead to pathways in the brain (Wilmes, Harrington, Kohler-Evans & Sumpter, 2008). Music also appeals to aspects of the brain that are emotional, cognitive and psychomotor (p. 662). Music thus offers multi-sensory training and establishes an exciting and fun environment (Wilson, 2007; Thares, 2010). The ability to understand rhythm stimulates the brain to develop critical reasoning and learning abilities (Widyasari, 2016).

Gardner (1998) explains that there is a structural parallel between musical and linguistic intelligence found in the manner of the brain functions and processes information in these intelligences. Previously, it was believed that language is processed on the left-brain hemisphere while music is on the right side. Recent development from neuro-imaging showed that language and music are processed in both hemispheres of the brain, although language has a greater affinity to be

processed on the left side of the brain (Patel, 2007; Cooper, 2011). When music fills the air, nearly every region of the brain and almost every neural subsystem are involved as it indicates the provision of a rich environment for learning.

Many regions in the brain that are activated when one listens to music. These are: the brain stem, cerebellum, and cochlear nuclei. The hippocampus or the memory centre is triggered when one listens to a familiar language. Tapping alongside the rhythm of the music either inward or outwardly relies upon the timing located in the cerebellum.

Performing songs involves the frontal lobes which are responsible to plan movements. The motor cortex at the back of the frontal lobe and the sensory cortex are also activated during singing performance. This informs the person whether the music played was correct or the song was sung accurately. The visual cortex is triggered when one reads or listens to the lyrics. The language centres in the frontal and temporal lobes are also activated when one is recalling a lyric. The emotions that resulted from performing music are from the limbic system that controls emotions. More specifically, the network in the mesolimbic system that controls arousal and pleasure will transmit opioids and produces dopamine, which is a chemical that induces positive mood (Levitin, 2006).

The start of language production is in fact about babbling sounds with small elements of melodic contours (Gardner, 1985). Babies also respond to music and language while they are still in the womb, therefore indicating that auditory memory and sound discrimination were already present before birth (Mora, 2000).

2.9   Research Framework

Figure 2.4 shows how songs can be used to increase LEP students' motivation to learn English. In the context of this study, learning motivation is examined based on

whether these students were intrinsically or extrinsically motivated to learn English. Their levels of motivation were gauged based on what inspired them to learn and their participation and responses while learning. According to Krashen (1982), motivated learners are better learners when their anxiety levels are lowered. Hence, the use of songs, a form of comprehensible input, is hoped to increase these LEP students' motivation to learn English as it lowers the affective filter, making learning a successful feat.
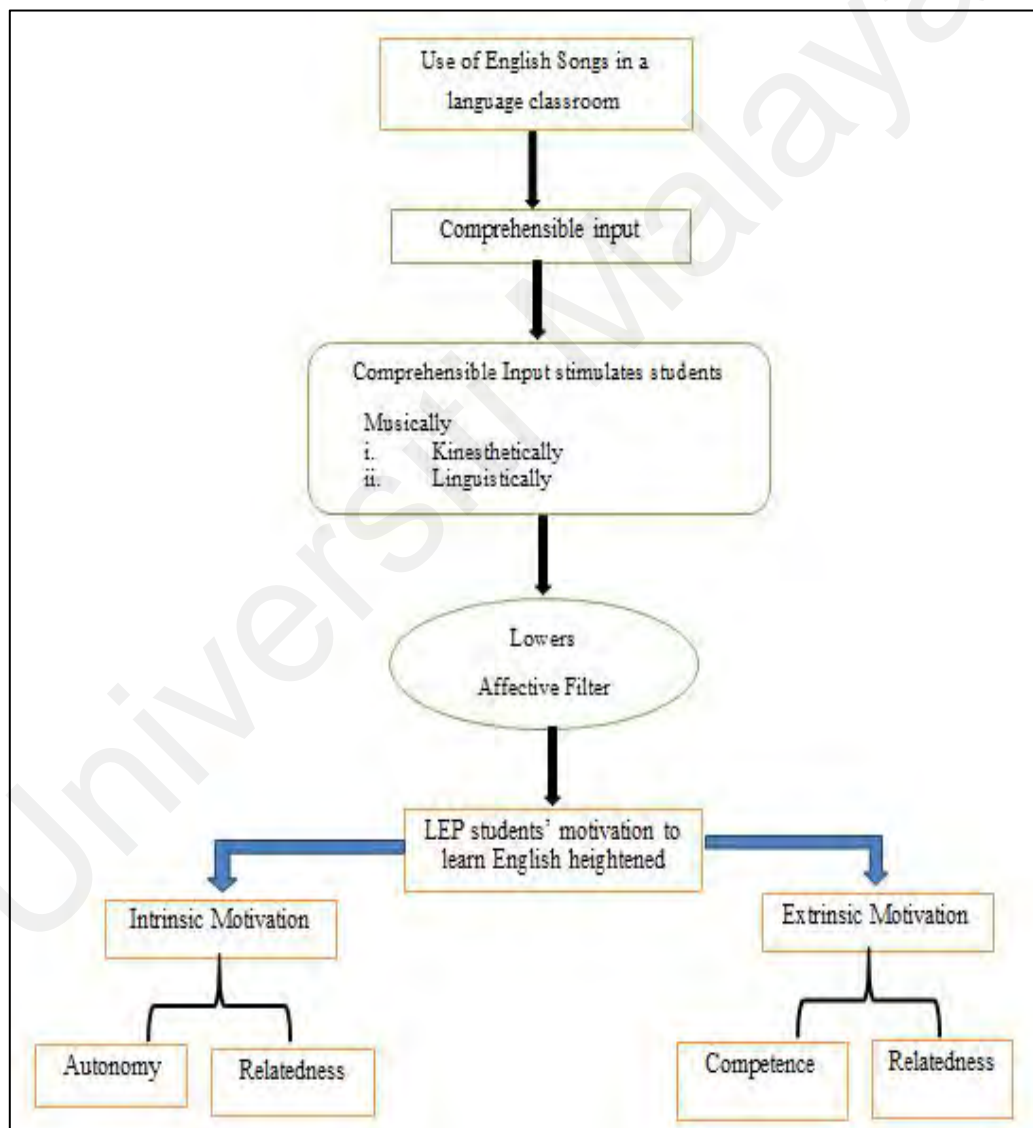
Figure 2.4 Research Framework based on Ryan and Deci (2000) Self-Determining Theory, Krashen (1982) Second language hypotheses and Gardner (1993) Multiple Intelligence

Apart of presenting songs in a form of comprehensible input, the songs also help in stimulating LEP students' musically, kinaesthetically and linguistically (Gardner, 1998). The framework shows that using English songs present the language in its most comprehensible form, hence lowering the LEP students' affective filter (Boothe & West, 2015). The ability to overcome anxiety once the affective filter is lowered would motivate them to learn English. The reasons would be related to SDT as what motivates them would be categorised under autonomy, relatedness and competence (Dincer & Yesilyut, 2017). Therefore, they would feel that the language is not difficult to understand. These feelings would make them feel motivated to learn as they realise that a good proficiency in the language would benefit them in their future endeavours.

2.10   Chapter Summary

This chapter has provided an extensive yet not exhaustive review of the literature and presented various theoretically and exploratory supported notions pertaining to research methodology. The body of information in this chapter provides more justification to the need to implement the study. The next chapter discusses the study's methodology and the rationale of conducting the study qualitatively.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology which also included a description of the research design, population, data sources, research trustworthiness, instructional procedures, data collection procedures and data analysis procedures. On the whole, this chapter explained in detail methods employed in this study in ensuring that adequate and appropriate data were collected and analysed through valid and reliable means to answer the research questions and fulfil the research objectives.

3.2 Research Design

The research design as explained by Burns and Grove (2003, p. 195) is a blueprint that directs the implementation of a study that provides greater control over variables which may impede with the validity of the outcomes. A simpler definition of research design was provided by Parahoo (1997, p. 142) stating that it is basically a plan to describe the how, when and where with regards to data collection and analyses. Polit and Hungler (2001, p. 167) appended that the research design helps to ensure that research questions are answered or that research hypotheses are tested.

3.2.1 Qualitative Research

Qualitative research has been widely used throughout the subject area of language teaching and learning. According to Nassaji (2015), the extensive use of qualitative research is necessary as it has the ability in accommodating the intricacies of how language is taught and learned, carrying out research qualitatively allows

researchers to investigate and comprehend the complexity of individual learners' behaviour and experiences. Furthermore, it is effective to study classroom teaching and learning processes as the products from the research is attained from a secured controlled experimental designs and the outcomes cannot not be used to generalise other classrooms in other situations as each of these setting has its own circumstantial variances and complications.

According to Burns and Grove (2003, p. 19) a qualitative methodology is a systematic, subjective way of explaining life experiences and occurrences in order to deliver meaning to them. Qualitative approach generally emphasizes on people's experiences and to stress on the exceptionality of the individual (Parahoo, 1997, p. 59). It is also regarded as a type of social enquiry that identifies how people have interpreted and makes logical sense of what they experience (Holloway & Wheeler, 2002, p. 30).

In the context of this research, which involved indigenous students with LEP, a person-centred holistic and humanistic point of view was undertaken to be aware of the students' perception regarding the role of songs to enhance learning motivation of English language (Morse & Field, 1996, p. 8). This study was focused on the experiences based on the students' perspectives. The emic perspective of such a research was gained as the researcher became actively engaged and engrossed in the analysis. The participation of researchers creates the uniqueness of data collection and analysis (Streubert & Carpenter, 1999, p. 17). However, in a qualitative study, comprehensive objectivity is unattainable and the methodology is not entirely accurate because the human researcher often does not act rationally or predictably (Holloway & Wheeler, 2002, p.3). Yet, a qualitative approach provides rich data in exploring the respondents' perception and attitude towards a particular experience in

their life; in this case, the students' perception and attitude about using songs and lyrics to enhance their motivation to learn English.

This study was qualitative due to the use of a small number of participants, thus implying that the outcomes may not be generalised to the common population (Hodkinson & Hodkinson, 2001, p.11). The study also focused on one target school only. There were five reasons why a qualitative research design was opted to describe how and why songs could motivate students towards learning English (Devaney, 2012).

Firstly, small number of participants was justified when there was a possibility that the respondents could provide extensive information.The triangulation processes of data collection, such as interviews and observations, led to the data obtained from both interviews and observations in classrooms. Secondly, a qualitative design was preferred when context was regarded as important in the interpretation of results. The study's focus was context-specific which was on LEP indigenous students at form 3 level. Thirdly, qualitative data analysis technique assisted in providing rich descriptive data. Fourthly, with the intention to understand the students' perception about the employ of songs in the English instructional classroom, a qualitative interviewing was carried out. Lastly, qualitative design allowed the construction on emergent theory taking into account both respondents and the phenomenon.

Hence, qualitative approach was used in exploring the behaviour, perceptions, experiences and the students' feeling in order to understand these elements. As in the case of this study, the qualitative approach was deemed appropriate in view of the fact that the purpose of the study intended to explore whether the usage of songs and

music aided in improving the Form 3 indigenous students from a selected rural secondary school's motivation to learn English language.
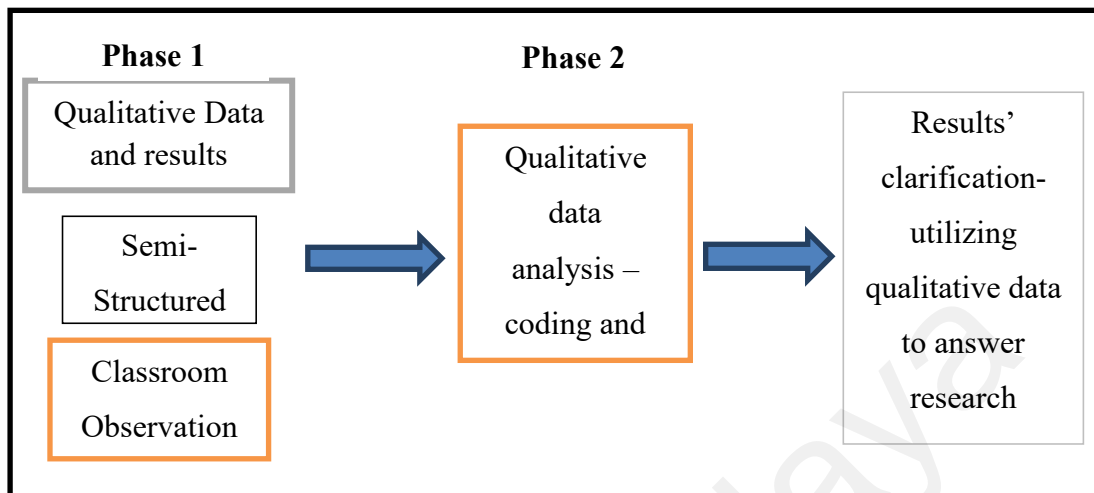
Figure 3.1 Qualitative Data Analysis

Figure 3.1 shows the Qualitative design used in this study. A semi-structured interview was used to start the study where it incorporated interview sessions with fifteen students from Form 3 Cengal. The participants' narrative allowed the collection of data as aim of the semi-structured interview was to determine the students' perceptions towards the use of songs in an ESL classroom.

The exploratory nature of the study and the use of thematic analysis allowed identification of matching themes (Creswell, 2003, Neuman, 2003) which were later recorded, transcribed and coded.

3.3 Instructional Procedures

The procedures described the guidelines when selecting songs and the duration in teaching English to a group of LEP indigenous form 3 students in the target school. Four songs were selected, and lessons were created based on songs' idea where the ideas were presented in both audio-visuals and print material forms. These lessons were prepared for the duration of four weeks with all the students participating in those lessons.

3.3.1 Selection of Songs and Lyrics

Songs used in the classroom were carefully selected to provide the most effective outcome from the students. Therefore, the songs chosen in this study followed the following characteristics: (i) Songs with positive message in its lyrics; (ii) The tempo was between 90 BPM and 130 BPM; (iii) The lyrics consisted of high density text; and (iv). The songs were in harmony with the students' culture and moral values. Some music influences are bipolar, with either positively or negatively impact on people's minds. Articulation is expressed by staccato, which is characterised by short and detached notes or melody. These evoke positive and intense emotions, energy, activity, fright and rage. Articulation is also expressed by legato, which evokes negative emotions such as melancholy, softness, smoothness and festiveness.

Harmony or chord order and melody intervals are another factor related to songs. Positivity, happiness, dignity and seriousness are the outcomes of simple and consonant harmony. On the other hand, harmony that is dissonant and more complex inevitably leads to negative feelings, such as fear, excitement, power and unpleasantness. Therefore, songs and lyrics that are selected in this study are based on a positive paradigm. This is to ensure that students are motivated positively and thus helping them to process new information faster.

The preference for a positive approach was because there were songs that bear negative news but there were also songs evoked positive and optimistic emotions and feelings such as Mamma Mia (ABBA), What Makes You Beautiful (One Direction) and Call Me Maybe (Carly Rae Jepsen). These songs provided adequate emotions and educators, or language teachers did not use songs containing negative messages involving death, terrorism, suffering, war, apocalypse infidelity,

crime, religion, hatred or despair (Dokulil, 2013). Tempos of songs were also considered as it could emotionally influence listeners. Tempos measured in beats per minute (BPM) and songs below 70 BPM are considered to be soothing and too sluggish, reducing the ability of the students to focus and causing boredom. Songs above 140 BPM however, were too fast and had a disruptive effect, as well as causing aggression among students like The Kids Aren't Alright (The Offspring). It was suggested that the ideal tempo used in education is between 90 BPM and 130 BPM (Dokulil, 2013).

Songs with a high density of text such as hip hop and rap music were also avoided. Songs that were in harmony with the prevailing morals and ethics were used and songs with inappropriate lyrics were eliminated. "Classical" songs such as Lyrics (The Beatles), Sting (ABBA) were more appropriate in terms of moralistic values (Media Smarts, 2012).

Based on these characteristics and as advocated by Dokulil (2013) and Media Smarts (2013), the following songs as listed in Table 3.3 were initially proposed but based on the appropriateness of the song content, The Fight Song, Perfect, My Way and The Lazy Song were chosen. The list of songs was given to the senior teachers and final selection was made where Lazy Song was removed from due to inappropriate lyrics. The lyrics of these songs were appended in Appendix E.

Table 3.1

Proposed Songs to Use in the English Language Lessons

Song Title	Singer
The Fight Song	Rachel Platten
Imagine	John Lennon
My Way	Frank Sinatra
Always on My Mind	Elvis Presley
Perfect	Ed Sheeran
The Lazy Song	Bruno Mars

3.3.2 Duration of Instruction

The instruction took a period of four weeks of implementation with at least four 60-minute lessons per week. These lessons were based on themes about people and life. In general, the lesson followed the following general procedures of implementation. The lesson plans (Appendix F) were used to guide the four lessons. The first lesson used The Fight Song by Rachel Platten whereby activities included singing the song aloud, reading and understanding the words in the lyrics, understanding the message in the song and relating the message to their own lives. The objectives of the lesson were to:

     i.   identify the meaning of the highlighted words in the song lyrics

     ii.   using the song with correct pronunciation and intonation

     iii.   give opinions and ideas about the content of the song

The objectives were planned to encourage students' participation and increase engagement. The lesson was based on the theme 'Aspiration and Self-Motivation' where the teacher used the song's music video as part of her set induction. The lesson progressed to the distribution of lyrics and using a video with song lyrics, students were asked to sing along twice before attempting the first worksheet. The rationale behind the sing-along activity was to get students to feel comfortable pronouncing words in the lyrics and to enable them to learn how words were pronounced. The teacher also discussed the meanings of selected phrases to ensure that students were able to understand how the words were used in the context of the song.

The second lesson used Perfect by Ed Sheeran whereby the activities with similar to the first lesson. The lesson started with the teacher introducing the theme of the day by asking students about emotions and acceptance. The music video was

played for listening purposes and students were asked to sing-along twice before they were given the first worksheet. The words and phrases were also discussed as the teacher explained the meaning of words from the lyrics.

The third and fourth lessons used songs with similar activities. Unlike the first two lessons, the third lesson used Frank Sinatra's 1969 hit 'My Way' to teach students the meaning of resilience, perseverance and the importance of never giving hard during hard times. The teacher used a scene from a reality show of a man with a disability singing a song in an audition. The teacher asked the students if they had ever judged anyone based on their physical appearances or their disabilities. The song was played visually, and words and phrases were explained based on the context they were used. Worksheets were also distributed to students where they worked on it in groups.

The fourth lesson was based on the theme self-confidence and the advantage of being resilient when faced with difficulties. The lesson began with set induction where the teacher discussed the significance of believing in oneself and how the act of resilience and self-confidence helped one to survive against challenges. The students were asked to sing-long and teacher explained and discussed the meaning of words in the songs.

The flow of the lessons' activities is summarised in the following table.

Table 3.2

Summary of the lessons and activities

Lesson	Theme/Topic and Songs used	Activities
Lesson 1	Fight Song (Rachel Platten) Aspiration and Self-Motivation	1. Set induction Students were shown the video of the day related to the song

Table 3.2 (continued)

Lesson	Theme/Topic and Songs used	Activities
		2. Sing-along session after discussing the song's message
		3. Discussed the theme of the day '**_Aspiration and self-motivation_**'
		4.Group work (5 groups)
		Worksheet:
		i. Wordlist taken from the song
		ii. Class discussion based on worksheet
		iii. Teacher asked students if they can link the song's message to the challenges they face when learning English
		5. Closure – students listened to the song again
Lesson 2	Perfect (Ed Sheeran) Emotions and acceptance	1.Set induction Students were shown the video of the day related to the song
		2. Sing-along session after discussing the song's message
		3. Discussed the theme of the day '**_Emotions and acceptance_**'

Table 3.2 (continued)

Lesson	Theme/Topic and Songs used	Activities
		4.Group work (5 groups)
		Worksheet:
		i. Wordlist taken from the song
		ii. Class discussion based on worksheet
		iii. Teacher asked students if they can link the song's message to the relationship they have with their peers and family
		5. Closure – students listened to the song again
Lesson 3	My Way (Frank Sinatra)	1.Set induction
	i. resilience	Students were shown the video of the day related to the song
	ii. perseverance	
	iii. the importance of never giving hard during hard times	2. Sing-along session after discussing the song's message
		3. Discussed the themes of the day
		i. Resilience
		ii. perseverance
		iii.the importance of never giving hard during hard times
		4.Group work (5 groups)

Table 3.2 (continued)

Lesson	Theme/Topic and Songs used	Activities
		i. Wordlist taken from the song
		ii. Class discussion based on worksheet
		iii. Teacher asked students if they can link the song's message to how they face the obstacles in life and how they overcome them
		5. Closure – students listened to the song again
Lesson 4	Believer (Imagine Dragons) i. self-confidence ii. advantages of being resilient when faced with difficulties	1.Set induction Students were shown the video of the day related to the song 2. Sing-along session after discussing the song's message 3. Discussed the theme of the day *i. self-confidence* *ii. advantages of being resilient when faced with difficulties* 4.Group work (5 groups) Worksheet: i. Wordlist taken from the song ii. Class discussion b on worksheet iii. Teacher asked students if they

Table 3.2 (continued)

Lesson	Theme/Topic and Songs used	Activities
		can link the song's message to how students can build their confidence to use the language and keep on learning until they are better in it
		5. Closure – students listened to the song again

Nonetheless, the students are permitted to select the songs from Table 3.3 in the third and fourth lessons or depending on their mutual agreement. However, for planning purposes, the songs My Way and Believer were used for the third and fourth lessons respectively.

The selection of songs outside listed song in Table 3.3 must be based on the selection criteria explained in section 3.3.1. Appendix F showed a sample of the lesson plan using songs in the first week.

3.4   Selection of participants

In this section, the research population, the sampling method and the study sample were discussed. The explanation provided a justification in determining the population, sampling method and sample that corresponded with the research design of this study.

3.4.1   Population

As cited in Draper (2004), Parahoo (1997) stated that population refers to the total number of units from which data is collected from. These units may be in the form of individuals, artefacts, events or organizations. The population has all the

components that fulfil the inclusion criteria for the study (Burns & Groves, 2003). The eligibility criteria referred to a list of characteristics that identified the unit as a member of the target population (Burns & Groves, 2003). In the context of this research study, the population was identified as Form 3 indigenous students of a selected rural secondary school in Peninsula Malaysia. These students fit the inclusion criteria which were: (i) students were attending the target school during the duration of study; (ii) the students were of indigenous ethnicity; and (iii) the students were in Form 3 at the time of the study.

Table 3.3 presented the tabulation of the population of this study based on gender and class. There were four classes with an average of 24.25 students in the classroom. The total number of 32 boys is only approximately half compared to the number of girls, 65. The total number of students or the population size is 97. The population comprised of Form 3 students who were from the Temiar ethnic group studying in the same school with varying degree of language proficiency but on overall, considered as students with mixed intermediate and lower abilities.

Table 3.3

Study Population Based on Gender and Class

Class	No. of Boys (n)	No. of Girls (n)	Total (n)
3 Jati	8	17	25
3 Belian	10	13	23
3 Cengal	16	18	34
3 Merbau	8	17	25
Total	32	65	97

3.4.2 Sampling Method

In this study, a homogenous sampling was applied to ensure that the students taking part in this study and involved in the instructional lesson using music and songs to learn English were facing similar problems, at the same level of proficiency and aimed for the same purpose in learning (Devaney, 2012). Therefore, for the

participant's selection, they complied with the following additional inclusion criterion where the students were identified from their previous results in Form 2 final year assessment and based on the English teacher's classification as having limited English proficiency (LEP). Further to that, an initial study was carried out using interview the students before the lessons to determine their initial level of learning motivation for English. The pre song-based lesson survey showed that motivation to learn English among the participants was generally low. Based on the previous year's assessment, Form 3 Cengal was selected as the class had the highest number of students with LEP and with low motivation to learn English.

Therefore, this study employed purposive sampling. According to Patton (2002), in qualitative research, purposive sampling is used to identify and select relevant data from a limited source. The rationale for using purposive sampling was due to the fact that the researcher sought to determine the extent to which songs and music could improve the LEP students' motivation to learn English in the classroom. Indeed, it was easier and more convenient to adopt a whole class as participants in the study as the lessons using songs and music could be carried out in the school with minimal disruption to their learning timetable.

The participants of this study were 34 students from Form 3 Cengal with similar proportion of male and female students. The students in this class were mainly with lower proficiency in English and had low motivation to learn English. As per to Holloway and Wheeler (2002), the size of sample used had no effect on the importance or quality of a research and the sample size could not be determined for a qualitative analysis exactly as this could change in size and type as the study progressed.

There were no guidelines in qualitative research to verify the sample size, however it followed the principles of saturation, whereby sampling could proceed until saturation is achieved or when no new evidence could be produced (Holloway, 1997, p. 142). Showkat and Parveen (2017) stated that researchers used their judgement in the selection of the number and types of subjects to be included on the basis of their knowledge of the phenomenon in the case of non-probability sampling. Hence, fifteen representatives from the class were randomly selected to participate in the interview for methods using a qualitative approach.

3.4.3 Study Sample

A sample is defined as "a proportion of a population" (Polit & Hungler, 2001). In this study, the study sample comprised of 34 students who met the inclusion criteria and selected from Form 3 Cengal.

3.5 Data Collection Methods

Data for this study are gathered from primary and secondary sources. The literature review and other pertinent information that builds the content of this research are sourced from secondary sources that include journal articles, books, dissertations and theses, website articles, government papers and other published materials. Primary sources include observation and semi-structured interview which were elaborated as follows.

3.5.1 Observation

In this study, non-participant classroom observation had been used to gain insight on the use of music and songs in teaching English. Observation is naturalistic approach to study the students' perception, attitude and behaviour towards the use of songs in the language classroom. A non-participant observation was selected to provide the research a change to observe what is going on in the classroom freely

without influencing those (Patel & Laud, 2007). In this observation, students' behaviour was observed in terms of their participation, interest, attention, motivation to learn and other aspects (Aguirre et al., 2016). These observed behaviours were related to Self-Determination Theory as it explained the students' engagement in the classroom activities when traditional methods and songs were used to deliver similar themes and contents (Oga-Baldwin et al., 2017).

The focus of observation in this study was also aligned to Krashen's Input Hypothesis whereby it identified whether songs as an authentic input in the classroom was able to motivate students more to learn English (Chao, 2013; Bahrani, Tam & Nekoueizadeh, 2014). Merriam (2002, p.101) stated that observation was one of the main methods used to gather data in qualitative research. When triangulated with students' interview, it provided a holistic interpretation of the phenomenon being studied. In this study, observation was supported by an observation protocol adopted from Aguirre et al. (2016) (*see* Appendix G) and aided with a video coverage so that the recorded visuals could replayed to tape out relevant information not captured by direct observation.

The classroom observation was carried out in every lesson. The researcher took the role as a non-participant and recorded the whole session. The researcher took notes based on the questions related to SDT. The students' reaction and behaviour throughout the lessons were noted. The observation data were later coded, transcribed and integrated into themes to understand how songs and music influence students' motivation in learning English.

3.5.2 Semi-Structured Interview

Denzin and Lincoln (1994) explained that the interview was basically a conversation that required the art of posing questions and listening. As for this study,

a semi-structured interview was opted because it involves communication and led to an open dialogue. Consequently, there was a greater opportunity to discover phenomena such as behavioural patterns which previously not described and to fully comprehend the phenomena from the respondents ' point of view (Seliger & Shohamy, 1989). The semi-structured interview was flexible as it used a structured form of interaction initially with defined questions but at the same time; provide opportunities for elaboration pertaining to the questions and answers (Seliger & Shohamy, 1989). In order to develop a dialogue of trust with the participants, Flick (2014) recommended to use everyday language and not to be too preoccupied with the question guide.

Flick (2014) stated that there were four criteria to be adhered to to when conducting semi-structured interview which were: non-direction, specificity, range, and the depth and personal context observed in the participants. Non-direction was attained when a variety form of questioning was used, ranging from unstructured to semi-structured and structured. However, for a semi-structured interview, a certain extent of direction indicated that there were topics to discuss based on both structured and unstructured questions (Bryman, 2002). The purpose of the structured question was to obtain straightforward answers that provide clarity in interpretation of the subjects of the questions. On the other hand, the unstructured questions and corresponding questions provided the opportunity to get explanations to the answers and to share opinion about the subject of the question.

Specificity is a reference to the progression of the questions from general to more specific contents to encourage reflective review (Flick, 2014). Every interview starts with a general format about the respondents' background and progressing to become more specific towards the subject of the research. The range of questions

asked ensures that all topics and elements pertinent to research questions were mentioned, as well as providing the respondents with an opportunity to present their ideas or a new topic pertaining to the particular topic of the study. Depth and personal context is on doing more than just evaluation and giving comments that are emotional and self-revealing (Flick, 2014).

In this study, the semi-structured interview involved students selected randomly from the class and interviewed individually in a 20 to 30-minute session. The number of students interviewed was based on the saturation of data from the interview. The interview was carried out twice. The first one would be before the songs-based lessons and the second interview was after the songs-based lessons.

3.5.3 Interview Protocol

The semi-structured interview protocol is shown in I. The interview questions exploited in this study were adapted from Brander (2013) and Dzanic & Pejic (2016) and were tested on a small group of students to ensure that it was appropriate for the cultural context of this study. Further to that, the interview questions were assessed by the English language expert teachers in the school. The questions were refined based on their recommendation to suit the level of comprehension and understanding of the students.

The questions posed to the students in the pre-lesson interview were aligned to the Self-determination Theory, in order to determine whether their motivation is intrinsic or extrinsic, that was then supported by their responses to the interview questions which are also given to the students as a means of collecting data. The post-lessons interview was aligned to Krashen's Second Language Acquisition Theory and Gardner's Multiple Intelligence theory as the questions pertaining to the students' perception on the use of song as an input to motivate their language

learning and their attitude towards using song to enhance their musical intelligence (Engh, 2013).

The interview sessions were recorded using a digital audio recorder. This allowed recovery of information obtained easing transcribing and analysis process. This corroborates with Cohen et.al (2007) where the use of audio recorder assisted researchers in the keeping of accurate interview data.

3.5.4 Validation of Research Instruments

The research instruments i.e. interview questions, list of songs and worksheets were validated by a senior English Language teacher who was also the Head of the Language department in the school and three other English language experts. Her comments and feedback on the questions and songs were taken into account in improving the instruments to ensure that the instruments were accurate, reliable and met the students' levels of understanding. A validation instrument adapted from Good and Scates (1972), Polit and Beck (2004) and Chavez and Canino (2005) were used for this purpose.

3.5.5 Summary of Data Sources

Table 3.4

Data Sources and Methods of Collection

Data Collection Method	Type	Instruments	Prompt	Data Capturing Method	Related Research Question
Observation	Non-participant classroom observation	• Research observation • Observation schedules	None (using a naturalistic approach)	• Video recording • Observation checklist	• RQ1 • RQ2
Interview	Face-to-face individual interview	• Interview Protocols • Interview schedules	Using everyday language to engage students to talk about the lessons with general	• Audio recording • Interview notes • Transcrib-ed notes	• RQ1 • RQ2 • RQ3

Table 3.5

The Development of the Instruments based on Related Theories

Instrument	Items	Related Theories
Observation	1. Did the students participate in the activities during the lesson? 2. Did the students show interest in doing the activities during the lesson? 3. Did the students pay attention to what is happening in the classroom? 4. Were the students focusing on the tasks that were presented to them? 5. Did the student try to communicate in English during the activities in the classroom? 6. Did they ask questions or clarification about the pronunciation or meaning of the words in the classroom?	Self Determination Theory on students' engagement (participation, interest, attention, focus, action for learning).
Semi-structured Interview Before the lessons for Students	**On Learning Motivation for English:** 1. Would you say you have a high or low motivation to learn English? 2. What makes you want to learn English? (NA) 3. How do you imagine yourself in the future with regards as an English language user? (NC) 4. Do you learn English because your friends want you to learn it? (NR) 5. Do you learn English because your family want you to learn it? (NR) 6. Do you learn English because you want to get good grades in your exam for English? (NC) 7. Do you learn English because it is important for your future? (NA) **On Learning English using Songs and Music:** 1. Do you like to listen to songs in English? (MI) 2. Do you like singing songs in English lessons? (MI) 3. Do you think songs are boring? (MI) 4. Do you think using song and music is fun in the classroom? (IH) 5. Do you think you can learn some words with the help of songs? (IH) 6. Can you remember the lyrics of song and its music easily and quickly? (IH) 7. Do you sing English songs at home? (MI)	(NC), (NR) and (NA) (Adapted from: Brander, 2013) (IH) and (MI) (Adapted from: Dzanic & Pejic, 2016)
Semi-Structured Interview After the lessons for Students	1. Do you feel that you have improve your understanding of the English lesson after participating in the lessons this week? (IH) 2. Do you think songs and music were effective to improve your understanding of the lesson? (MI) 3. Did the use of songs and music increase your	(IH) and (MI)

motivation to learn English in the classroom? (IH))
4. What did you like about the use of songs and music in
   the English classroom? (MI)
5. What did you dislike about the use of songs and music
   in the English classroom? (MI)

3.6 Trustworthiness of Research

Trustworthiness in the research context refers to the truth value of the research. The trustworthiness of a research is in its ability to reflect the reality and ideas of the respondents. According to Speziale, Streubert and Carpenter (2007), trustworthiness is also contributed by the ability of the research to delve into the respondents' experience besides their theoretical knowledge. In the present study, trustworthiness is maintained by ensuring that the researcher has no preconceived ideas about the phenomena and leaving it to the participants to reflect on their experience. There are four elements that describe trustworthiness: credibility, dependability, confirmability and transferability (Anney, 2014).

3.6.1 Credibility

Polit et al. (2001) explained that credibility refers to the confidence in data which was very similar to the term "internal validity" in quantitative research. Credibility is attained when the findings of the study reflect the perception of the respondents. Internal validity is achieved when the researcher can use a detailed description of the discussions to make the context of the respondents transparent (Polit et al., 2001). Strauss and Corbin (1990) explained that the theoretical concepts should be relevant in other similar situations. Thus, this means that there is generalizability and transferability. Hence, a dense description provides the knowledge to base their judgment. There are four ways of ensuring credibility.

Firstly, is on prolonged involvement. Robson (2011) explained that this means that the research which has invested adequate time to discover culture, assesses misinformation, generate hope and generally reiterating the procedures

considered important to the qualitative study. In the context of the present study, four weeks were allocated to implement the lessons using songs and music to teach English. Further to that, the researcher has taught in rural school with majority of the students with indigenous background.

Secondly, is the need for persistent observations. This refers to specific situations about the phenomenon that is studied over an adequate time period to determine the specific aspects pertaining to it. In the context of the present study, the focus is on learning motivation and achievement of LEP indigenous form 3 students from a selected school.

Thirdly, triangulation is required. This makes reference to the employment of a number of referents to extrapolate. Evidence from various sources, different approaches of data collection methods and different investigators relate to triangulation (Robson, 2011). Triangulation is used to ensure that true information can be distinguished. Therefore, it involves the steps taken by the research to conduct a literature review to gain familiarity, collect data using three different methods of observation and interview.

Lastly, peer debriefing should be conducted. This means revealing the findings and conclusion of the researcher to peers on an ongoing basis to establish the study's design and analysis (Robson, 2011). Hence, in the adaptation of the research instrument such as the observation checklist and the interview protocol, peer teachers' assistance and English language experts was sought to validate the content of these instruments.

Aside from credibility, trustworthiness is also about dependability which as per to Polit et al. (2001) is that the when data is stable over time and conditions. It is parallel to reliability in quantitative research. Stepwise replication and inquiry audit

can be done to ensure dependability (Anney, 2014). Stepwise replication involves two teams of researchers who conduct separate inquiries with the intention of data and conclusions comparison. Inquiry audit means scrutiny of the data and the relevant supporting documentation by an external reviewer. In the current study, the auditing role is played by the research supervisor.

3.6.2 Confirmability

Confirmability is also known as another aspect of trustworthiness of data neutrality or objectivity (Polit et al., 2001). This assures that the research outcomes are not the end result of the researcher's assumption and preconception but rather the outcome of the research. Confirmability depends on the accuracy and reliability of the data characteristics. The inquiry audit can be employed to track down data back to its source information so that it is possible to track the path of arriving at the constructs, the themes and their interpretation (Holloway & Wheeler, 2002). In the current study, the supervisor audits the research process to provide confirmability of the research.

3.6.3 Transferability

Transferability refers to the findings of the research directly relates to similar scenarios or respondents (Holloway & Wheeler, 2002). In other words, the acquired knowledge from one context is applicable in another context, whereby a research undertaking research in another context can apply certain concepts that were originally established. Transferability is like generalisability. A qualitative research follows a naturalistic approach and thus can not stipulate the external validity of an enquiry, but this was compensated by giving a thick description so that a conclusion can be made on whether a transfer can be contemplated or not.

3.7   Data Collection Procedures

An initial study was conducted using semi-structured interview (Appendix I) to obtain information about the students' motivation level to learn English. The pilot study included all Form 3 students. The result of the pilot study determined which class was selected for this study.

The data collection period using songs was conducted once a week for duration of four weeks through a 60-minutes lesson. Therefore, this amounted to four sessions for each student. Prior to that, a semi-structured interview was conducted to gather information from students. Then, during the four 60-minutes of teaching and learning session (four lessons using songs), non-participant classroom observation was used. Then, lessons with songs were carried out for four weeks. After the fourth week, the songs-based lessons were stopped. Another semi-structured interview was carried out to obtain data from the participating students.

The students were interviewed individually, and the researcher informed the students beforehand on the purpose of the interview. The interview was supposed to be carried out in English, but the researcher decided to carry out the interview in dual languages (Malay and English) as the students could not understand the interview questions fully when English was used. The students were asked on their motivation levels in learning English and what affected their level of motivation. The students were also asked on what they feel would help them with their language learning and which method they felt was most effective. Constant probing was necessary in cases where the interviewee was too shy or could not respond appropriately.

3.8   Data Analyses Procedures

Data collected from the measurement tools such as interview notes and observation notes were analysed using thematic analysis method. Themes derived from this wealth of information provide answers to the research questions.

3.8.1 Data Triangulation

Triangulation is commonly used to indicate that more than two methodologies are deployed in a study to thoroughly verify the results of the research.
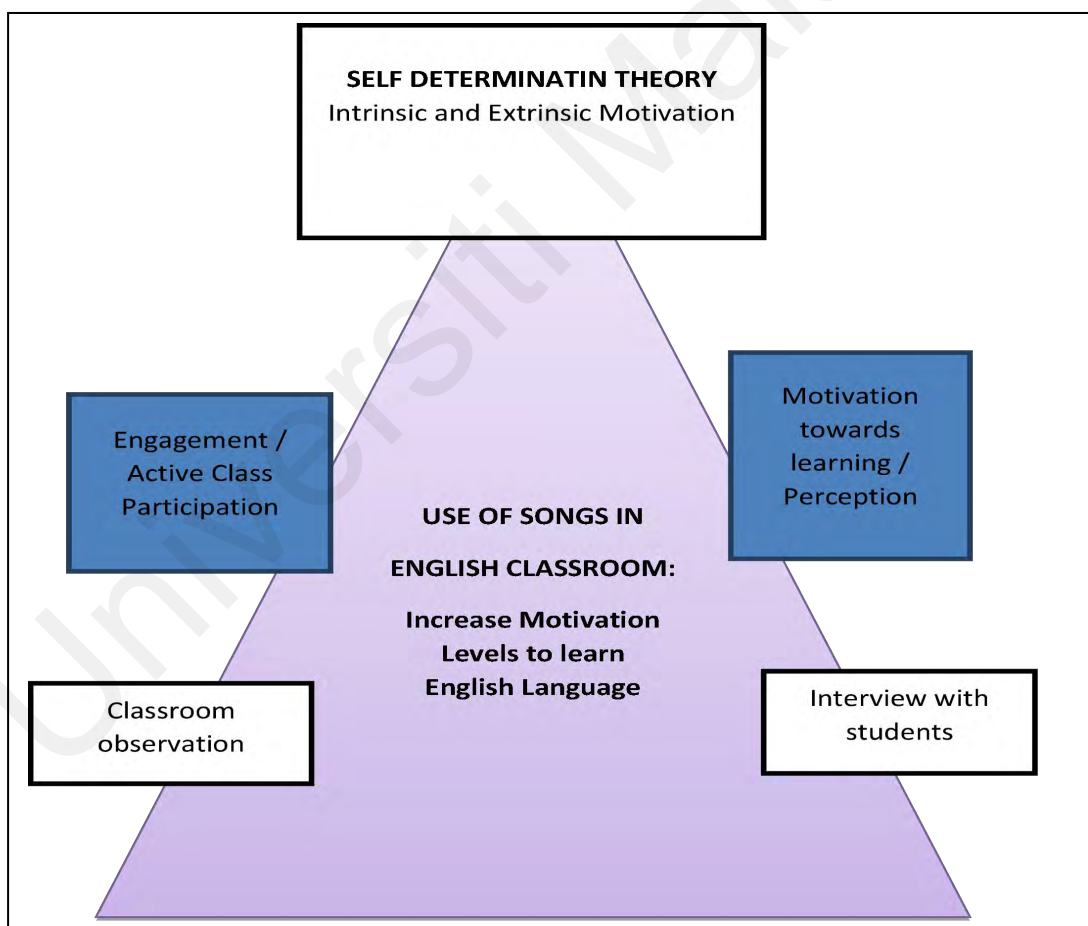

Figure 3.2 Data Triangulation

This is also called "cross examination". The first implementation of triangulation was initially applied by Campbell and Fiske (1959) and developed by Webb (1966),

who disputed that researchers should use more than one instrument to evaluate variables (Grafton, Lillis & Mahama, 2011). Originally, triangulation was associated to quantitative research, but soon its application to qualitative approaches was explored.

The primary objective of triangulation in education and social science study is to expand the credibility and validity of the findings. Triangulation is interpreted by Cohen and Manion (1986) as cited in Grafton et al. (2011) as an attempt to outline or clarify more thoroughly, the richness and intricacy of human behaviour by researching it from more than one standpoint.

For this study, outcomes from the interview and classroom observation were analysed based on relevant literature review and mapped based on recurrences of codes and themes.

3.8.2 Analysis of Interview

The interview was transcribed and coded based on themes (Newby, 2010). Coding is an analytical procedure in which evidences are categorised to enable research analysis. Coding is a procedure in which data are structured and encrypted on the basis of raw data themes by differentiating and encoding the relevant data moments prior to interpretation (Boyatis, 1998).

The coding was primarily focused on the answers to the research questions. Identification of relevant themes were made and listed accordingly. For this study, it was crucial to link the discovered themes to the objectives as it allowed the researcher to obtain the results on how students perceive songs as a teaching and learning instrument in an English classroom. To validate the content of the interview and its protocol, language experts' assistance was sought, and their comments were used to improve the content and protocol prior to the interview sessions.

3.8.3   Coding and Thematic Analysis

This section describes in detail the process of coding as well as analysing the themes obtained from the interviews and classroom observation.
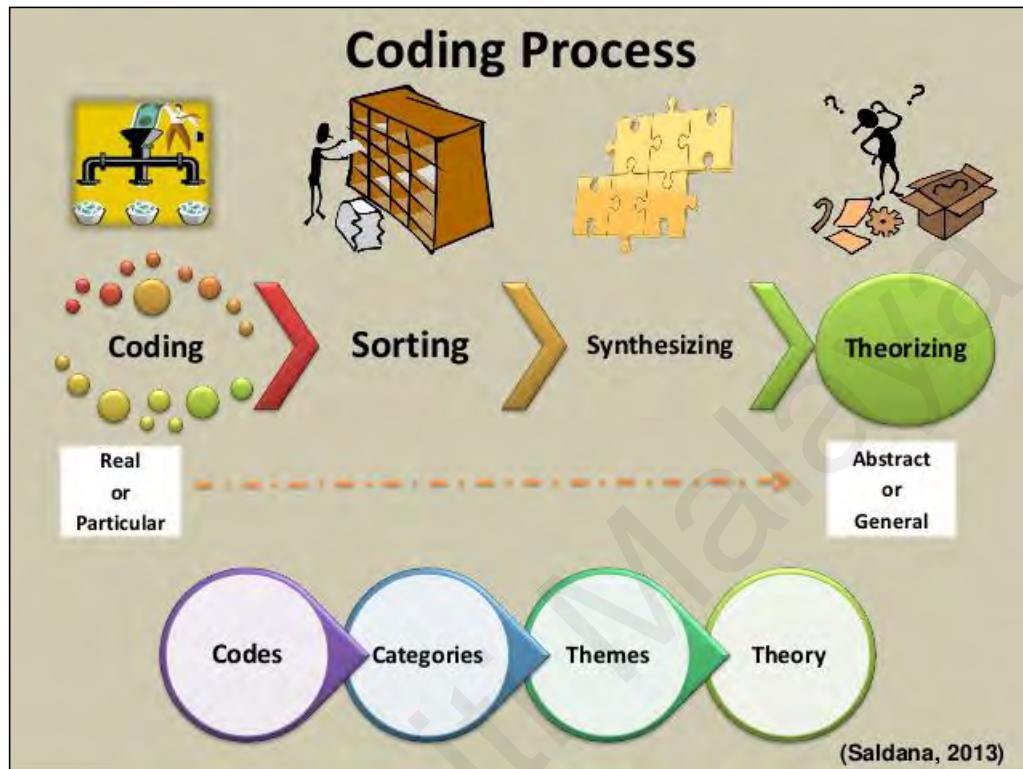
Figure 3.3 Coding Process

Source: Saldana, 2013

3.7.3.1 Generating themes and codes

Creswell (2014) described coding as a procedure that extracts and classifies text data into categories prior to labelling them with specific terms (Creswell, 2014, p. 198). The coding process ensures that the meanings of the texts would be understood well and codes which represent the main ideas are later allocated. Identification of possible codes was carried out based from the interview questions and literature review. Pre-constructed codes or themes were later utilised in identical data (Johnson and Christensen, 2014).

3.7.3.2 Identifying and reviewing themes

The data were organised in a spreadsheet within the recognised themes (Newby, 2010). Vivo codes used in the coding procedure and are later determined to ensure that the data represented is accurate. The codes are analysed manually and categorised under similar themes. New codes and themes identified during coding were inserted upon detection based on similarities (Braun and Clarke, 2006).

According to Braun and Clark (2006), coding and analysing are made up of 6 phases. For Phase one of this study, the researcher has to be familiar with the data. Familiarization occurred as the researcher studied the transcribed data and reading repeatedly to note significant data. This was followed by generating of codes and relevant data. Themes were searched in Phase 3 where the collected data were put into their corresponding themes. The themes were later reviewed in Phase 4 to ensure that the themes corresponded to the identified data. The themes were addressed in Phase 5 and the data report was generated in Phase 6. To substantiate the findings, the evidences from the interviews were compiled and further analysis were conducted to find answers to the research questions, the study's objectives and previous studies (Ajwang, Hanna, Jean, 2014, p.534).

Table 3.6

Six Phases of Thematic Analysis

Source: Braun and Clarke (2006)

Phases	Process
Phase 1: Familiarization with data	Researcher studied the interview and observation notes for familiarization purposes.
Phase 2: Generation of codes and data	The codes and data were manually generated
Phase 3: Collected data assigned to corresponding themes	The data were assigned to suitable themes

Phase 4: Themes reviewed to ensure accuracy	The themes were reviewed further to confirm its accuracy before NVivo was used as part of the analysis tool.
Phase 5: Themes assigned with specific names	Themes were named based on the needs of the study. The themes were used as NVivo 12 nodes.
Phase 6: Production of report	The findings were reported and summarised after relevant data were keyed into NVivo

3.8.4 Results' Report

With the intention of ensuring evidence and validity, reporting of results sees the explanation of data, explanation of themes and interview extraction. Braun and Clarke (2006) elucidated that thematic analysis uncovers implication concealed in the recorded data and identification of critical ideas or notion related to the research questions and not merely on the responses' frequencies.

3.8.5 Classroom Observation

The objective of classroom observation in this study was to collect evidence on the use of songs in an English classroom and if it had impact on the students' engagement and motivation to learn. Observation was explicted by Marshall and Rossman (1989), as quoted in Kawulich (2005), as a systematic way of describing events, behaviour and objects in a specific social context. Observation gave the researcher the ability to describe current incidences using the five senses, which later provides a form of inscribed photograph of a situation being studied (Erlandson et al., 1993) as cited in Ryan, Ogilvie, & Pettigrew (2002).

In this study, the researcher played the role of a non-participant observer where the researcher is able to record the on-going lessons without interrupting the progress of the lessons. An observation protocol form, drafted based on Self Determination Theory on students' engagement (participation, interest, attention,

focus, action for learning), was prepared to assist the researcher to keep record of the students' motivation levels and their engagement with the lessons.

To verify or confirm the findings from the observations, the videos and transcriptions were handed to the Head of the English language department and the thesis' supervisor. The observation videos were later scrutinized, and the students' behaviour based on the lessons will be listed and labelled under suitable themes obtained from the semi-structured interviews.

3.8.6   Analysis of Qualitative Data

The data were obtained from interview and observation transcripts. The interviews and classroom observation were analysed using triangulation technique as it validated the findings and confirmed its credibility. According to Cohen (2000, p.112), triangulation is when data is collected using two or more methods while studying how humans behave.

3.8.6.1 Analysis of Data from Interviews and Observation

The transcripts of the recorded interviews and observation notes were analysed using NVivo 12 analysed to identify common themes. The data were read and re-read read where the researcher wrote down impressions, looked for meaning and determined which pieces of data have value. Based on the information obtained during manual thematic analysis, the specific themes were keyed in as Nvivo 12 nodes. NVivo 12 by QSR International was used to digitally analyse the data as it allowed the researcher to organise the data from the interview and manage the conceptual and theoretical issues created throughout the study. NVivo 12 was used based on Bazeley (2007) recommendation where the procedure assisted the researcher to use the software effectively.
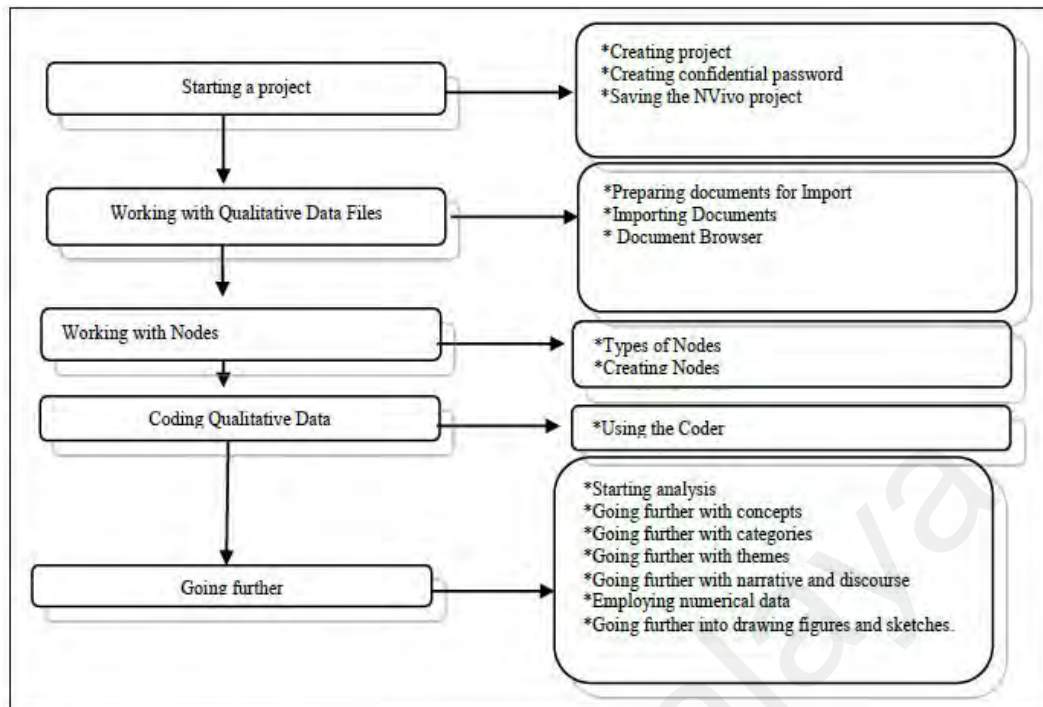
Figure 3.4 Bazeley (2007) NVivo Procedure. Source: Hilal and Alabri (2013)

Figure 3.5 NVivo 12 Interview Nodes
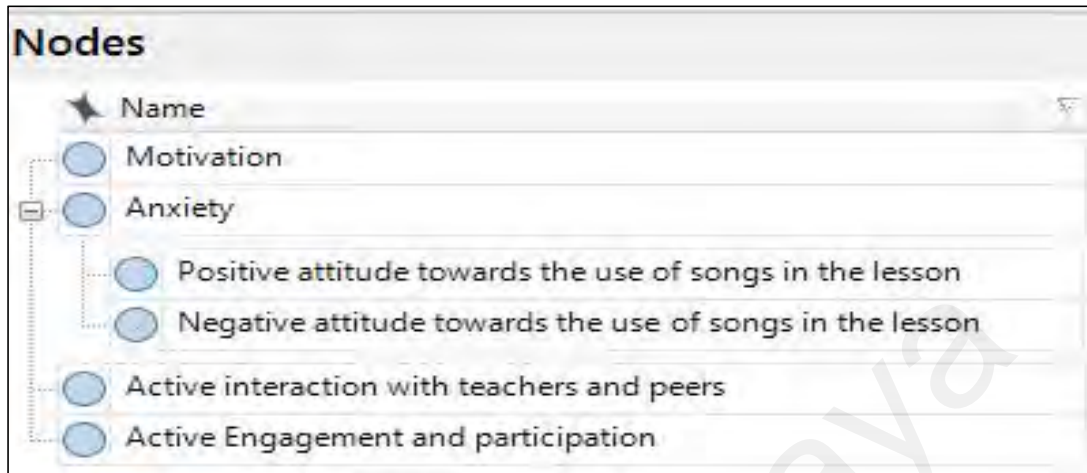
Figure 3.6 NVivo Classroom Observation Nodes

The research questions were used as main guides to the analysis. In this study, the data were analysed to determine the recurring theme related to students' perception towards the use of songs in an English language classroom.

3.9   Chapter Summary

This chapter has covered the discussion of the various aspects of research methodology to indicate that the reliability and validity of this study have been considered seriously. The qualitative approach in this study with the use of multiple data collection method from a selected sample of 34 Form 3 indigenous students with LEP in one target school have been comprehensively discussed. Therefore, this chapter has covered comprehensively on the methodology employed in this study.

CHAPTER 4

FINDINGS

4.1   Introduction

This chapter reports the findings of this study and the organization of each section answers the research questions. The data from the study is collected from interviews and observation.

The main purpose of this study was to determine whether the use of songs can improve students' learning motivation for English language in the classroom. In this study, the focal point was on Orang Asli (OA) students with limited English proficiency (LEP) who were taught using songs to improve their motivation to learn English language. Section 4.2 reports on the findings addressing the first research question, Section 4.3 reports the findings relating to the second research question and Section 4.4 reports the findings relating to the third research question. The research questions addressed in this study are below:

1. What is the indigenous Form 3 students with LEP's type of motivation to learn English?

2. What are the indigenous, LEP, Form 3 students' perceptions on the use of songs to develop motivation to learn English?

3. How do songs develop indigenous, LEP Form 3 students' motivation to learn English?

4.2   Results Related to Research Question One

What is the indigenous Form 3 students with LEP's type of motivation to learn English?

To answer Research Question One responses received from the interviews held before and after the lessons and classroom observation were used to identify if the students' motivation to learn English is intrinsically or extrinsically inclined. Their views were categorised into emerging domain themes and scrutinised in line with the students' responses, where codes such as S1, S2, S3…. up to S15 were used to profile each student. The themes identified from the analysis are (i) lack of exposure to the language and poor understanding of the language; (ii) better future for self and family and (iii) able to communicate with others outside the community. The themes are elaborated in the following sub-sections.

4.2.1   Lack of exposure to the language and poor understanding of the language

A student's learning process is influenced by the environment they are in. In the context of this study, being extrinsically motivated to acquire a foreign language that is almost non-existent in the community is challenging as the student would not see the significance of learning the language, hence lowering their interest. Based on the analysis of data from the interview, students believed that their low interest in learning English was due to their environment where the use of English was minimal and the difficulty in learning the language was high.

The findings showed that the students have low intrinsic motivation to learn the language, which is caused by extrinsic factors such as lack of exposure, a non-English speaking community and lack of interest in the language. They also stated that the language is complex and complicated, hence affecting their interest to learn.

Most of the students shared that they have low motivation levels when it comes to learning English. For example, one of the students interviewed, S2 and S3 stated that she has low motivation to learn English because she could not understand and speak the language well. She said that she is not good in English as no one speaks English to her at home (S3, September 10th, Lines 14-17). However, she mentioned that she would be happy if she has a good mastery in the language as it would help her to communicate better with her friends, make learning fun and most importantly, make her parents proud of her ability.

> S3: *Takde yang bertutur. Gembira sebab pandai cakap BI.* (No one speaks to me in English. I will be happy if I could speak English.)
>
> (S3, September 10th, Lines 14-17; Lines 24-26)

S2 mentioned that he was moderately motivated to learn the language but his lack of reading and studying affected his understanding of the language. Moreover, he did not use English to communicate with anyone.

> S2: Errr…..Kurang belajar. Tak membaca.Tak de. Takde cakap BI.
>
> (S2, September 10th, Line 11)

Another student, S5, shared with the researcher that she felt that "the subject was too difficult to understand, hence affecting her interest and motivation to learn the language" (S5, September 10th, Lines 11-13). She stated that she had difficulties spelling the words and that affected her understanding. Despite being discouraged by the complexities of the language, she felt that she would be very happy and proud if she could use the language verbally with ease (S5, September 10^{th,} Lines 25-27).

S5: *(Motivasi) Rendah Sebab…sebab BI tu susah sangat.* (Motivation is low because English is very difficult)

S6, S10, S12, S13 and S14 shared S5 views as she also felt that English is a very complicated language. She disliked learning the language as it because it is too difficult (S6, September 10th, Lines 14-17).

S6: *Kadang2 suka…kadang2 tak suka* (Sometimes I like English. Sometimes I don't because it is difficult.)

S10: *Sebab tak tau…tak faham BI. BI susah. Kurang.* (Because I don't know and cannot understand English. I don't use it because it is difficult.)

S12: Not good in English

S13*: Susah. Susah faham. Tak boleh. Tak fasih. Malu.* (It is difficult. Difficult to understand. I cannot. Not fluent. Shy)

S14: *Kurang faham* (I don't really understand English).

The students' perception of the language affected their motivation to learn English. They saw English as a very difficult language and resorted to not using it because they could not understand it at all. These behaviours could be observed in the first lesson where the students were initially inactive.

In class, especially during the first lesson (Observation 1, September 24th), the students were not only quiet, but they were surprised that the lesson of the day would be using a song as the main teaching tool. It could be seen that some of them did not know how to react to the teacher's instructions but eventually warmed up to the activities, especially when the song was played. The first singing along seemed quite forced, the second round of singing showed some improvement as the students began to sing louder than the video. The students' engagement with the lesson became more active as the teacher facilitated the whole lesson.

In the second observation (Observation 2, October 2nd), the students looked excited as they were expecting another lesson using songs. This shows that a certain exposure to the language in the form of songs appeals to the students and helps them to learn more words based on the context. The participation level improved from the first lesson as the students became more responsive compared to the previous session. This shows that use of songs facilitate the students to learn the language better as it exposes them to the current pop culture and associating it with learning and the importance in having a good understanding of the language.

Table 4.1

Summary of Theme and Evidences

Themes	Evidences/Excerpts
Lack of exposure to the language and poor understanding of the language	S3: *Takde yang bertutur. Gembira sebab pandai cakap BI.* (No one speaks to me in English. I will be happy if I could speak English.) (S3, September 10th, Lines 14-17; Lines 24-26)
	S5: *(Motivasi) Rendah Sebab…sebab BI tu susah sangat.* (Motivation is low because English is very difficult) (S5, September 10th, Lines 11-13; Lines 25-27)
	S6: *Kadang2 suka…kadang2 tak suka* (Sometimes I like English. Sometimes I don't because it is difficult.) (S6, September 10th, Lines 14-17).
	S10: *Sebab tak tau…tak faham BI. BI susah. Kurang.* (Because I don't know and cannot understand English. I don't use it because it is difficult.) (S10, September 10th, Lines 9-11)
	S12: not good in English (S12, September 10th, Line 8)
	S13: *Susah. Susah faham. Tak boleh. Tak fasih. Malu.* (It is difficult. Difficult to understand. I cannot. Not fluent. Shy) (S14, September 10th, Line 8)
	S14: *Kurang faham* (I don't really understand English. (S13, September 10th, Lines 9, 43, 57)

The themes and evidences show that the students need to be extrinsically motivated in order for them to become better learners of the language. Their inability to use the language in their community affected their interest in the language.

4.2.2 Better future for self and family

Another theme identified related to the students' motivation to learn English is that they felt that the knowledge and proficiency in English helps them to secure a better future for self and family. The students believed that being able to speak and understand English would give them better career opportunities which would change

their future for the better. One student, S2, told the researcher that his motivation to learn English is moderate but the difficulties of the language does make learning complicated for him (S2, September 10th, Lines 10-43).

S2: *(Motivasi) Sederhana lah.Tapi memang nak belajar untuk komunikasi. Susah nak belajar.* (I am moderately motivated to learn English. But I really want to learn for communication purposes. But it is so difficult).

(S2, September 10th, Lines 10-43)

The classroom observation discovered that the students could not keep up with the learning and the language as they have very poor comprehension of the language. They were passive especially at the beginning of the lesson (Observation 1, September 24th). The students were eager to respond, but due to lack of vocabulary, they eventually opt to respond in Malay or not say anything at all. This shows that the use of song could extrinsically motivate them to speak in English. However, they were not able to use English not because they refuse to, but they were unable to express themselves well in English. Despite that, he mentioned that he would be very happy if he could use English confidently with others as that proficiency could help him to secure a better life for him and his family. Here, the student is intrinsically motivated as he is aware that a good proficiency in English would give him an edge when he enters the working world (S2, September 10th, Lines 41-43).

S2: *Ya (*Yes*). Penting untuk cari kerja senang…* (Important because it can help secure a good job)

(S2, September 10th, Lines 41 and 43)

S5 (S5, September 10th, Line 30), S6 (S6, September 10th, Line 34) and S15 (S15, September 10th, Line 24) echoed his views on how being able to use English well would benefit themselves most.

S5: *Diri sendiri* (For my own future).

<div align="right">(S5, September 10th, Line 30)</div>

S6: *Diri sendiri* (For my own future).

<div align="right">(S6, September 10th, Line 34)</div>

S15: *Diri sendiri* (For my own future)

<div align="right">(S15, September 10th, Line 24)</div>

Based on the excerpts, students were aware that they wanted to learn English for personal gains and self-satisfaction. They believed that being good in English could provide a better future and a good life ahead. Parental influence is another form of extrinsic motivation that could push students to persevere when learning a new language. S8 shared with the researcher that her parents motivated her to do well in the language (S8, September 10th, Lines 12 -17). She also said that she strives to learn English for herself so she could give a better life for herself and her parents.

S8: My father and mother. *(Motivasi) tinggi (belajar Bahasa Inggeris). Um…sebab*

saya…mak dan ayah saya. (I am motivated to learn English for me…and my parents).

<div align="right">(S8, September 10th, Lines 12 -17)</div>

Her views are also shared by S9 (S9, September 10th, Lines 36-38), S10 (S10, September 10th, Lines 31-33) and S11 (S11, September 10th, Line 14) where they understand that being good in English is more than just getting A+ in their examinations but it would be a way for them to change their lives for the better.

Untuk masa hadapan. Senang bercakap. Dengan kawan di luar. (For the future. Can communicate with others.)

(S9, September 10th, Lines 36-38)

Senang dapat kerja…eerr…boleh ckp BI, ada err…peluang dpt kerja bagus. (Easy to get a job if I can speak English. A good job.)

(S10, September 10th, Lines 31-33)

S11: *Senang untuk masuk kerja. diri sendiri.* (Easy to find work. For my own future)

(S11, September 10th, Line 14)

Based on the students' views, intrinsic and extrinsic motivations are significant in ensuring that the students stay motivated to learn a complicated and challenging subject. The findings showed that for students to feel that despite the challenges enveloping the learning of English, the knowledge is worth pursuing due to the long-term benefits such as the ability to gain better employment, improve their own lives and those close to them and able to communicate with people outside their community.

4.2.3 Self Determination Theory's Autonomy

One of the themes obtained from the interview analysis revealed that SDT's autonomy influenced the LEP students' motivation to learn English. The LEP students were motivated to learn English as a way to secure a better future for self and family. For S2, he believed that a good command in English would help him to secure a good job in the future.

> S2: *Ya (Yes). Penting untuk cari kerja senang…* (Important because it can help secure a good job)
>
> (S2, September 10th, Lines 41 and 43)

S5 and S13 knew that they need to learn English for the sake of their own future. However, S13 views was more personal as she believed that if she is good in English, she would be able to make her family happy as she would be able to get a good job.

> S5: *Diri sendiri* (For my own future). (S5, September 10th, Line 30)

> S13: *Ummm..untuk masa depan diri sendiri* .Yes. Make err…family happy. Yes. *Untuk err…masa depan. Untuk kerja.* (For my own future, to make my family happy. To get a good job in the future.)
>
> (S13, September 10th, Line 14,16, 24)

The students were aware that English is crucial, despite its role as a third language in their lives. English is a language of opportunities that could help them to secure a

better and brighter future especially after leaving school. This displays that learners are intrinsically motivated to learn the language in which they realise that having excellent English skills can enable them to make further progress in life.

Table 4.2

Summary of Theme and Evidences

Theme	Evidences/Excerpts
Better future for self and family (Intrinsic and Extrinsic Motivation)	S2: (Motivasi) Sederhana lah.Tapi memang nak belajar untuk komunikasi. Susah nak belajar. (S2, September 10th, Lines 10-43)
	S2: *Ya (*Yes*). Penting untuk cari kerja senang…* (Important because it can help secure a good job) (S2, September 10th, Lines 41 and 43)
	S5: *Diri sendiri* (For my own future). (S5, September 10th, Line 30)
	S6: *Diri sendiri* (For my own future). (S6, September 10th, Line 34)
	S8: My father and mother. *(Motivasi) tinggi* *(belajar Bahasa Inggeris). Um…sebab saya…mak dan ayah saya.* (I am motivated to learn English for me…and my parents). (S8, September 10th, Lines 12 -17)
	S9: *Untuk masa hadapan. Senang bercakap. Dengan kawan di luar.* (For the future. Can communicate with others.) (S9, September 10th, Lines 36-38)
	S10: *Senang dapat kerja…eerr…boleh ckp BI, ada err…peluang dpt kerja bagus. (*Easy to get a job if I can speak English. A good job.) (S10, September 10th, Lines 31-33)
	S11: *Senang untuk masuk kerja. diri sendiri.* (Easy to find work. For my own future) (S11, September 10th, Line 14)
	S12: *Ya. Masa depan. Diri sendiri.* (Yes. For my own future) (S12, September 10th,Line 36)
	S13:*Ummm..untuk masa depan diri sendiri .Yes. Make err…family happy. Yes. Untuk err…masa depan. Untuk kerja.* (For my own future, to make my family happy. To get a good job in the future.) (S13, September 10th, Line 14,16, 24)
	S15: *Diri sendiri.* (For my own future). (S15, September 10th, Line 24)

The themes and evidences reiterated the importance of being intrinsically motivated when learning another language.

4.2.4 Able to communicate with others outside the community

Another theme related to students' motivation to learn is that the students felt that being good in could help them to interact with others outside their own community. S1 is a good example where she gives a situation on why she thinks English is important and why she wants to be verbally proficiently in it (S1, September 10th, Line 16).

S1: *sebab adik pergi ke luar Negara adik kena bercakap bahasa Inggeris.* (because I want to go overseas so I have to be able to speak English.)

(S1, September 10th, Line 16)

A group of students felt that being good in English would also enable them to use it when interacting with peers. In the interview, S11 and S12 were aware that a good command in English would ease communication with friends and those around them

S11: *Penting dari segi senang ckp dgn org lain.* (It is important so I can use English to talk to others easily.)

(S11, September 10th, Lines 39-41)

S12: *Penting. Boleh ckp dgn kawan-kawan*. (Important as I can use English to talk to my friends.)

(S12, September, 10th, Lines 27-29)

For S13, the ability to speak good English would allow her to interact with those outside of her community. Her views were shared by S14 and 15 who also agreed that they could communicate with others if they were good in English.

S13: Seb*ab mudah bercakap dgn org luar* (I can talk to others in English easily.)

<div align="right">(S13, September 10th, Line 13)</div>

S14: *Boleh becakap dgn org BI* (I can use English to talk to others.)

<div align="right">(S14, September 10th, Line 30)</div>

S15: *sebab boleh bercakap dgn org lain* (I can talk to others.)

<div align="right">(S15, September 10th, Line 22)</div>

These evidences showed that when the students are motivated by extrinsic rewards, they would have the intrinsic drive to overcome challenges hindering them from mastering certain skills.

The classroom observations, particularly Observation 1 and 2 saw the students struggling to keep up with the pace of the lessons. This could be seen in Observation 1 (Observation 1, September 24th). The teacher explained the meaning of the song title and the embedded message. The teacher, at one point, related the meaning of the song with the students' academic journey. The students, who were confused initially with the different teaching tool, began to enjoy the lesson. The students put in some effort to respond in English throughout the activities.

In Observation 2, the teacher used the same approach at the beginning of the lesson, focusing on meaning of words in context. The teacher then applied the song's context to the students' own personal relationship with their friends and family. They were more excited in the second lesson as they could anticipate how the lesson would go. The lesson focused on vocabulary enhancement and they were required to work in groups. They did use their own native language to communicate with one another during the language activities but some of them used simple English sentences to talk to the teacher when asking for guidance. This shows that the students were aware that to be good in the language, they must use it as frequently as possible with both peers and teachers.

4.2.5 Self Determination Theory's Relatedness

With regards to relatedness, the LEP students were intrinsically motivated to learn English as they felt that the mastery in the language would help them to communicate with people from other countries. For example, S11, S13, S14 and S15 could relate the importance of being conversant in English as it would enable them to communicate and have meaningful connection with others.

S11: *Penting dari segi senang ckp dgn org lain.* (It is important so I can use English to talk to others easily.

(S11, September 10th, Lines 39-41)

S13: Seb*ab mudah bercakap dgn org luar* (I can talk to others in English easily.)

(S13, September 10th, Line 13)

S14: *Boleh becakap dgn org BI* (I can use English to talk to others.)

S15: *sebab boleh bercakap dgn org lain* (I can talk to others.)

For S12, she believed that being conversant in English would give her the chance to talk to friends in English.

S12: *Penting. Boleh ckp dgn kawan-kawan*. (Important as I can use English to talk to my friends.)

Based on the evidences, the LEP students were able to see the link between moving forward in life and having a more diverse circle of individuals around them with the ability to use English communicatively. This is again another form of intrinsic and extrinsic motivation where the students are driven to learn the language based on the benefits it gives.

Table 4.3

Summary of Theme and evidences

Theme	Evidences / Excerpts
Able to communicate with others outside the community	S1: *sebab adik pergi ke luar Negara adik kena bercakap bahasa Inggeris.* (Because I want to go overseas so I have to be able to speak English.) (S1, September 10th, Line 16)
	S2: *Um…untuk berkomunikasi dengan orang luar...* (So I can communicate with others.) (S2, September 10th, Line 14)
	S4: *Senang untuk bercakap dengan org lain.* (I can talk to others easily.) (S4, September 10th, Line 20)
	S11: *Penting dari segi senang ckp dgn org lain.* (S11, September 10th, Lines 39-41)
	S12: *Penting. Boleh ckp dgn kawan-kawan*. (Important as I can use English to talk to my friends.) (S12, September, 10th, Lines 27-29)
	S13: *Sebab mudah bercakap dgn org luar* (I can talk to others in English easily). (S13, September 10th, Line 13)
	S14: *Boleh becakap dgn org BI* (I can use English to talk to others.) (S14, September 10th, Line 30)
	S15: *sebab boleh bercakap dgn org lain* (I can talk to others.) (S15, September 10th, Line 22)

With regards to RQ 1, themes obtained from the analysis showed that intrinsic and extrinsic forms of motivation are important in helping to develop the interest to learn English among LEP indigenous students. The LEP students were motivated to learn the language intrinsically because they understood that a good command in English could secure them a better future and give them opportunities to communicate with peers and other people. Nevertheless, they are extrinsically

demotivated as they were not able to use the language outside the classroom and they disliked the language because it was difficult to learn and understand.

The significance of motivation in this study's context is that it reflects the amount of effort students put into a task attempting to learn something new and their willingness to face the difficulties with the purpose of improving themselves. Their responses revealed that they were aware of the importance of the language but due to the community they were in, using English to communicate was almost impossible.

4.3   Results Related to Research Question Two

What are the indigenous, LEP, Form 3 students' perceptions on the use of songs to develop motivation to learn English?

To answer Research Question Two, the analysis of the data from the interviews and classroom observation were used to reveal the views students have towards the use of songs in developing their motivation to learn English language. Their views were categorised into emerging domain themes and scrutinised in line with the students' responses, where codes such as S1, S2, S3…. up to S15 were used to profile each student. The themes identified on the use of songs in English lessons are (i) fun (entertainment); (ii) helps to learn new words (vocabulary enhancement); (iii) distraction. The themes are elaborated in the following sub-sections.

4.3.1   Fun

Injecting elements of fun in a language classroom is crucial as it allows active students' engagement and participation while allowing teachers to fulfil their planned objectives of the day. In the study, lessons were planned using songs and tailored worksheets focusing on meaning of words and phrases for vocabulary enhancement and improve comprehension. The students mentioned that the use of songs is more

interesting than being dependent on books as they can sing along and learn new words from the songs they have listened to. S3 said that the lessons were fun because they do not have to use books all time (S3, September 10th, Lines 78 and 79).

S3: Seronok *(It must be fun)* sebab takde la guna buku je *(because we don't have to use only books)*

<div align="right">(S3, September 10th, Lines 77, 79)</div>

S12 seconded her as she felt that songs made learning fun apart from being able to learn new words and grammar (S12, September 10th 2018, Lines 48, 54, and 56).

S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu. Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar)

<div align="right">(S12, September 10th 2018, Lines 48, 54, 56)</div>

Both students agreed that the use of songs changed how they had learned English. They liked that the songs enabled them to learn new words and grammatical rules. It was observed that the students also had fun during the lessons (Observation 1, September 24th). The lessons observed showed that the students enjoyed the lessons as their own culture is musically rich and the language lesson became more entertaining, breaking away from the usual chalk-and-talk and books.

Apart from learning new words, they also felt that the lessons were different as they could listen to songs. Here, the tempo of the songs also plays a role as the students prefer upbeat tempo songs compared to the slower ones.

S4: *Seronok. Bunyi dia rancak.* (It's fun because the sounds are lively.)

S6: *Seronok. Sebab dengar lagu* (It's fun because can listen to songs.)

S7: *Seronok. Muzik* (It's fun because it has music.)

The fun that music brought into their classroom appealed to S4 who felt that the upbeat tempo gave life to the lesson. S6 and S7 also agreed that songs and music in the lesson injected fun into the lesson. S7 specifically mentioned that being able to listen to songs was she loved about the lessons.

S8: *Seronok. Rentak rancak. Mendapat faedah sebab belajar. Menyany*i (It's fun because the beat is catchy. Benefit from it because I can learn and sing.)

S9: *Seronok. Menyanyi. Senang faham* (It's fun. I can sing and understand easily)

S10: *Boleh menyeronokkan* (Can be fun.)

For S8, she enjoyed the lesson because of the catchy beats and were able to learn while singing. S9 and S10 believed that the songs made the lesson fun. S9 explained further that the song gave her the chance to sing along during one of the activities made understanding the language easier.

Based on the observations, the teacher helped to trigger the students' prior knowledge on the topic of the day before playing the music video for the students to watch (Observation 1, September 24th). The students were eager when responding to the teacher but they did have the tendency to respond in unison instead of individually. They enjoyed themselves and the songs used somehow broke the ice as they began to show more enthusiasm.

S13 and S15 shared similar views on how songs help them to keep with the learning pace and were not bored during lessons. They both agreed that the songs made learning less boring. They could participate in the activities and that made learning fun.

S13: *Saya dapat belajar…supaya tak boring.* (I won't get bored.)

(S13, September 10th, Line 45)

S15: *Menyeronokkan. Dari lirik* (It's fun. From the lyrics.)

(S15, September 10th, Lines 47, 51)

This is crucial as the weak students were able to engage with the learning process when songs were used. During the sing-along session in the first lesson (Observation 1, September 24th), the students took part but it could be seen again only a handful were actively involved while the rest would read the lyrics and tried to catch up. It can be assumed that a number of the students, who were still passive during the singing, could not keep up with the singing activity. After the end of the video, the teacher again prompted the students to respond and only a handful of them responded (Observation 1, September 24th). The teacher's control on the lesson too had increased where she could manipulate the songs to keep the students focused on her and on the lessons.

4.3.2 Self Determination theory's Competence

Fun and better understanding of the language falls under SDT's competency. Both students and teacher felt that the use of songs helps to make learning more fun and eases understanding. S12 believed that songs in lessons made the learning process more fun and gave her the change to learn new words and grammatical rules.

S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu. Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar)

(S12, September 10th 2018, Lines 48, 54, 56)

For S4 and S10, the songs were fun because of the lively music whilst S6 and S7, shared the same views that the songs were lively. S8 liked the lessons because apart from the fun and upbeat music, she had the opportunity to learn and be part of the sing-along.

S4: *Seronok. Bunyi dia rancak.* (It's fun because the sounds are lively.)

(S4, September 10th, Line 67)

S6: *Seronok. Sebab dengar lagu* (It's fun because can listen to songs.)

(S6, September 10th, Lines 59, 61)

S7: *Seronok. Muzik* (It's fun because it has music.)

(S7, September 10th, Lines 58, 60)

S8: *Seronok. Rentak rancak. Mendapat faedah sebab belajar. Menyany*i (It's fun because the beat is catchy. Benefit from it because I can learn and sing.)

(S8, September 10th, Lines 48, 51, 55, 58)

S10: *Boleh menyeronokkan* (Can be fun.)

(S10, September 10th, Line 54)

For S9, the songs' sing-along activities were fun and made understanding the words easy.

S9: *Seronok. Menyanyi. Senang faham* (It's fun. I can sing and understand easily)

(S9, September 10th, Lines 50, 52, 56)

This is a notable find as this suggests that when the learning is fun, the students' participation would be voluntary and make the learning session active and not monotonous.

Table 4.4

Summary of Theme and Evidences

Theme	Evidences / Excerpts
Fun	S3: Seronok *(It must be fun)* sebab takde la guna buku je *(because we don't have to use only books)* (S3, September 10th, Lines 77,79)
	S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu.Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar.) (S12, September 10th 2018, Lines 48, 54, 56)
	S4: *Seronok. Bunyi dia rancak.* (It's fun because the sounds are lively.) (S4, September 10th, Line 67)
	S6: *Seronok. Sebab dengar lagu* (It's fun because can listen to songs.) (S6, September 10th, Lines 59, 61)
	S7: *Seronok. Muzik* (It's fun because it has music.) (S7, September 10th, Lines 58, 60)
	S8: *Seronok. Rentak rancak. Mendapat faedah sebab belajar. Menyanyi* (It's fun because the beat is catchy. Benefit from it because I can learn and sing.) (S8, September 10th, Lines 48, 51, 55, 58)
	S9: *Seronok. Menyanyi. Senang faham* (Its fun. I can sing and understand easily.) (S9, September 10th, Lines 50, 52, 56)
	S10: *Boleh menyeronokkan* (Can be fun.) (S10, September 10th, Line 54)

The themes and evidences showed that the LEP students perceived the use of songs in their English lessons made learning fun. These are encouraging findings as the use of songs actually made a significant difference to how the subject is taught and learned. These themes show that students are both intrinsically and extrinsically motivated to learn the language.

4.3.3 Vocabulary Enhancement and Acquisition

The students felt that the use of songs does not only inject fun into their language lessons, but they are able to learn new words and grammar as well. A

number of students interviewed said that learning English became fun and they could learn new words and learn grammar.

S4: *kalau senang…saya ingat cepat…yang lain. Senang dapat perkataan baru* (Easy to learn new words.)

(S4, September 10th 2018, Line 70)

S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu.Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar.)

(S12, September 10th 2018, Lines 48, 54, 56)

S4 and S2 had similar views that using songs eased the process of acquiring new vocabulary and learning grammar. They believed that the fun made the learning easier.

S13: *Boleh. Banyak perkataaan.* (I can. There are many words.)

(S13, September 10th, Line 47)

S14*: Senang belajar perkataan baru.* (I can learn new words easily.)

(S14, October 22nd, Line 14)

S15: *daripada lirik* (from the lyrics)

(S15, September 10th, Line 52)

S11: *Happy. Belajar perkataan baru. Lirik* (It makes me happy. I can learn new   words from the lyrics)

(S11, September 10th 2018, Lines 62, 65, 67)

For S13 and S14, they liked the use of songs as they had the chance to learn new words incidentally. S15 and S11 specifically mentioned that the songs' lyrics

helped them to obtain new words whilst S11 felt happy because she had the chance to learn from the lyrics.

Based on the LEP students' responses, they enjoy the use of songs as the songs and the lyrical component gave them the chance to learn new words and grammatical rules. They were motivated when they were able to understand what the songs meant, and they had fun at the same time. Students with LEP tend to feel demotivated when they could not understand what was taught and the use of songs could be a solution that would enhance LEP students' motivation to learn English.

Table 4.5

Summary of Theme and Evidences

Theme	Evidences / Excerpts
Vocabulary Enhancement and Acquisition	S2: Boleh juga. Perkataan BI err..baru. (It is possible. New English words.) (S2, September 10th, Line 50)
	S4: *kalau senang…saya ingat cepat…yang lain .Senang dapat perkataan baru* (Easy to learn new words.) (S4, September 10th 2018, Line 70)
	S10: Boleh…sebab err…tak boring. Dapat ingat. (I can. Because it is not boring. I can remember.) (S10, September 10th, Line 49)
	S11: *Happy. Belajar perkataan baru. Lirik* (It makes me happy. I can learn new words from the lyrics.) (S11, September 10th 2018, Lines 62,65,67)
	S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu.Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar.) (S12, September 10th 2018, Lines 48, 54, 56)
	S13: *Boleh. Banyak perkataaan.* (I can. There are many words.) (S13, September 10th, Line 47)
	S14: Senang belajar perkataan baru. (I can learn new words easily.) (S14, October 22nd, Line 14)
	S15: daripada lirik (from the lyrics) (S15, September 10th, Line 52)

The themes and evidences show that LEP students were extrinsically motivated to learn English. The use of songs gave the lessons elements of fun and eased the process of acquiring new words and grammatical rules.

4.3.4   Distractions

Although most students enjoy the use of songs as part the lessons, two students felt otherwise. They do not find English songs boring or unappealing, but they believed that its usage can distract them from actual learning in their English classroom. Several students said that the use of songs in the classroom was distracting. LEP students tend to feel that new teaching techniques could be a distraction as they felt that they would not benefit from the lessons.

S1 said that the songs in the lessons distracted her from learning and S2 shared his view and believed that songs made the learning process difficult and confusing

S1: Menganggu (It is distracting)

(S1, September 10th, Line 54)

S2: Tak. Sebab… susah nak belajar. Kucar kacir. (No. Because it makes learning difficult. Confusing.)

(S2, September 10th, Lines 54, 56)

The themes obtained showed the elements that influenced the students' perceptions. The students felt that breaking away from the traditional way of learning (using books) brings in the fun element into language learning. At the same time, they felt that they benefit from the songs as they can enhance their vocabulary and learn rules of the language. Distraction is also part of the theme uncovered as two of

the students thought that the use of songs in their English lesson would distract them from learning.

Table 4.6

Summary of Theme and Evidences

Theme	Evidences / Excerpts
Distraction	*S1: Menganggu* (It is distracting.) (S1, September 10th, Line 54)
	S2: Tak. Sebab… susah nak belajar. Kucar kacir. (No. Because it makes learning difficult. Confusing.) (S2, September 10th, Lines 54,56)

The themes and evidence show that a few LEP students felt that the use of songs in their English lessons as a distraction.

4.4 Results Related to Research Question Three

How do songs develop indigenous, LEP Form 3 students' motivation to learn English?

To answer Research Question three, thematic analysis was used to identify how do songs develop indigenous, LEP Form 3 students' motivation to learn English. The data used to answer this research question was obtained from the interviews held before and after the songs-based lessons. Their responses on the use of songs in English lesson were thematically analysed and categorised into emerging domain themes. Krashen's Input hypothesis (Krashen, 1982) and Self Determination theory (Ryan & Deci, 2000) were applied to focus the study around the areas of motivation and obstacles related to language acquisition and learning.

Table 4.7

Codes Used in This Research

Themes	Category	Upper level codes
Anxiety	• Entertaining • Fun • Engagement with the lesson	• Singing along to the songs • Listen to songs • Do not have to rely on text books only
Motivation	• Enhances learning and understanding • Vocabulary Acquisition • Vocabulary enhancement	• Understand meaning of words and the lyrics • Learn grammar • Learn new words • Learn spelling

The results showed that elements of the theory are reflected in the analysed transcripts – that is the participants' motivation to learn the language heightens when songs were used as they felt that they were could participate actively in the activities. Almost all participants described the experience of learning English using songs as entertaining and fun. This means that the students' anxiety levels were lowered enabling them to learn better and motivated them to become better learners.

4.4.1 Lowers anxiety and increased the motivation to learn English

Using songs help in developing the indigenous students' motivation to learn English as it helps to lower their anxiety. Anxiety is related to Krashen's Input hypothesis (Krashen, 1982) where the students' anxiety when learning English is a form of "mental block" and the use of songs helps in lowering their anxiety levels when receiving the comprehensible input.

The LEP students' anxiety levels were lowered as they felt relaxed throughout the lessons where they are encouraged to participate by singing along to the songs, watch the music videos and learn more about the language from the songs.

S3: Seronok *(It must be fun)* sebab takde la guna buku je *(because we don't have to use only books)*

S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu.Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar)

S14: Belajar perkataan baru. Boleh ingat menggunakan lagu. (Learned new words. Can remember better using songs.)

Some of the LEP students (S4 and S2) enjoyed learning words from the lyrics and being able to know the meaning of the words. The use of songs somehow motivated them to learn the meaning of the words. S8 liked the lessons because of the upbeat tunes used in the teaching. She felt that she learned more from the sing along activities.

S4: *Senang dapat perkataan baru* (Easy to learn new words.)

S2: *Ada juga… boleh dengar dan faham sikit-sikit.* (Quite. I can listen and understand a little bit.)

S8: *Seronok. rentak rancak. Mendapat faedah sebab belajar. Menyanyi* (It's fun because the beat is catchy. Benefit from it because I can learn and sing.)

<div align="right">(S8, September 10th, Lines 48, 51, 55, 58)</div>

S4, S6, S7 and S10 loved the fun they had during the lessons and were looking forward to the next one. S9 said that the songs were not only fun but they helped her to understand the language better. Hence, using songs and music tend to create an enjoyable, anxiety-free environment.

S4: *Seronok. Bunyi dia rancak*. (It's fun because the sounds are lively.)

<div align="right">(S4, September 10th, Line 67)</div>

S6: *Seronok. Sebab dengar lagu* (It's fun because can listen to songs.)

<div align="right">(S6, September 10th, Lines 59, 61)</div>

S7: *Seronok. Muzik* (It's fun because it has music.)

<div align="right">(S7, September 10th, Lines 58, 60)</div>

S9: *Seronok. Menyanyi. senang faham* (It's fun. I can sing and understand easily.)

<div align="right">(S9, September 10th, Lines 50, 52, 56)</div>

S10: *Boleh menyeronokkan* (Can be fun.)

<div align="right">(S10, September 10th, Line 54)</div>

Lowered anxiety levels mean that the students are positively motivated to learn English and would be willing to communicate in English, therefore, slowly

overcoming their fears of the language. Overall, the students' motivation increased as their anxiety was lowered when they realised that they could cope with the lessons, be part of it and use the language to interact with friends and teacher. Learning the language became less intimidating and fun hence enabling them to acquire the language better.

4.4.2   Increased Motivation levels

The LEP students were intrinsically motivated to learn English. Intrinsic motivation is correlated with Krashen's Input hypothesis (Krashen, 1982), which focuses on the acquisition of second language instead of learning. LEP Students were motivated to learn English because they were aware of the benefits that come with having good proficiency in English such as better job opportunities and better future that would allow them to improve their lives. For example, S2 was moderately motivated to learn English. Despite the difficulty he faced when learning, he knew he had to for communicative purposes. He also knew that to secure a better job in the future, he needed to be good in English.

S2*: (Motivasi) Sederhana lah.Tapi memang nak belajar untuk komunikasi.*
Susah nak belajar (Motivation is moderate. But I want to learn (English) for communication. It is hard to learn.

(S2, September 10th, Lines 10-43)

S2: *Ya* (Yes). *Penting untuk cari kerja senang…* (Important because it can help secure a good job)

(S2, September 10th, Lines 41 and 43)

S5 wanted to learn English for her own future whilst S8 said that her parents' encouragement gave her the high motivation to learn English'

S5: *Diri sendiri* (For my own future).

S8: My father and mother. (Motivasi) *tinggi* (belajar Bahasa Inggeris).
Um…sebab saya…mak dan ayah saya. (I am motivated to learn English for me…and my parents).

For S1, she felt intrinsically motivated to learn English because she wanted to go overseas one day. S11 and S13 wanted to learn English for communicative purposes and S12 hoped to be good in English so she could interact with her friends.

S1: *sebab adik pergi ke luar Negara adik kena bercakap bahasa Inggeris.*
(because I want to go overseas so I have to be able to speak English.)

S11: *Penting dari segi senang ckp dgn org lain.* (It is important so I can use English to talk to others easily.)

S12: *Penting. Boleh ckp dgn kawan-kawan*. (Important as I can use English to talk to my friends.)

(S12, September, 10th, Lines 27-29)

S13: Seb*ab mudah bercakap dgn org luar* (I can talk to others in English easily.)

(S13, September 10th, Line 13

In the scope of this research, when the second language ' input ' was obtained, students were able to improve and progress one step beyond their current state of linguistic competence. The use of songs allowed LEP students to feel that language is not too complicated, hence, exposing them to a form of comprehensible input in the form of popular songs in English, allowing them to understand and eventually gain the language.

The use of songs created a less threatening and conducive learning environment that promote positive attitude for learning. LEP students realised that the language could be learned using other modes apart from textbooks and language learning was interactive and fun if they take part actively.

S3: Seronok *(It must be fun)* sebab takde la guna buku je *(because we don't have to use only books)*

(S3, September 10th, Lines 77, 79)

S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu. Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar)

(S12, September 10th 2018, Lines 48, 54, 56)

Active participation, which was observed during lessons also showed that using songs encouraged participation and most importantly engagement. The students were eager to respond and interacted with their teacher and peers during tasks. Therefore, music and songs in language classroom effectively lower the influence of affective filters that interfere with language learning (Boothe & West, 2015).

The results also endorsed Self Determination Theory (SDT), where the students' motivation to learn English is strengthened by their desires such as autonomy (personal acceptance of one's self-activity), competence (self-confidence in the ability to complete activities), and connectedness (positive interpersonal relationships with others). When these needs are met by the social environment of the individual, the individual will become more motivated to act and in the educational setting the individual tend to show greater positive outcomes (Deci & Ryan, 1985, 2002).

Table 4.8

Summary of Theme and Evidences

Theme	Evidences / Excerpts
	S2: *Ada juga… boleh dengar dan faham sikit-sikit.* (Quite. I can listen and understand a little bit.) (S2, October 22nd, Line 26)
	S3: Seronok *(It must be fun)* sebab takde la guna buku je *(because we don't have to use only books.)* (S3, September 10th, Lines 77,79)
	S4: *Senang dapat perkataan baru* (Easy to learn new words.) (S4, September 10th 2018, Line 70)
Lowered Anxiety and increased Motivation: Lower anxiety due to a fun environment in classroom	S8: *Seronok. Rentak rancak. Mendapat faedah sebab belajar. Menyanyi* (It's fun because the beat is catchy. Benefit from it because I can learn and sing.) (S8, September 10th, Lines 48, 51, 55, 58)
	S12: *Cara tu menyeronokkan Bahasa Inggeris. Boleh ambil sikit sikit perkataan dari lagu tu.Boleh belajar grammar.* (This way makes English language fun. Can learn some words from the song and learn grammar.) (S12, September 10th 2018, Lines 48, 54, 56)
	S14: *Belajar perkataan baru. Boleh ingat menggunakan lagu.* (Learned new words. Can remember better using songs.) (S14, ; S14, October 22nd, Line 30-32)

4.5 Conclusion

This chapter has presented the findings of the three research questing addressed in this study i.e. (1) to identify the type of motivation LEP students have to learn English; (2) to explore perceptions on the use of songs to learn English language among indigenous Form 3 students with LEP and (3) to determine how songs develop indigenous, LEP Form 3 students' motivation to learn English

With regards to research question one, results from the interview showed that LEP students are intrinsically motivated to learn English, but they are also demotivated due to extrinsic factors such as lack of exposure to the language and poor understanding of the language. However, they are intrinsically driven to learn as they want to secure a better future for self and family. They also feel that being good in English will help them to interact with people outside their community.

For Research Question 2, LEP students have positive perception on the use of songs to learn English language. They believe that the use of songs made learning more fun and less intimidating. For research question three, using songs in the lessons lowers students' anxiety; they are intrinsically motivated to learn English for their self-satisfaction and personal gains. Despite being demotivated by their environment, they are extrinsically motivated to learn English when songs are used. They also feel that learning session with songs is an interactive form of learning.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1   Introduction

This chapter outlines the discussion on this study's findings in relation to the three research questions. The discussions are related to the previous studies, and the theoretical framework of this current study. Then, the implications of the study, recommendations for further studies and conclusion are also presented.

5. 2   Discussion of the Finding

This study took on qualitative methods. The focus of this study was on exploring the use of songs to develop motivation to learn English among indigenous Form 3 students in a rural secondary school in Peninsula Malaysia. The purpose of this study was to determine whether the use of songs could improve students' motivation to learn English language in the classroom. In this study, the focus was on Orang Asli (OA) students with Limited English proficiency (LEP) who were taught using songs to improve their motivation to learn English language.

5.2.1   Summary of Findings for Research Question One

What is the indigenous Form 3 students with LEP's type of motivation to learn English?

The themes identified are (i) lack of exposure to the language and poor understanding of the language; (ii) better future for self and family and (iii) able to communicate with others outside the community.

Despite the challenging environment the students are currently in, findings revealed that the students are intrinsically motivated to learn English. However, the

students' intrinsic motivation is low due to several extrinsic factors related to the learning of the language.

5.2.1.1 Lack of exposure to the language and poor understanding of the language

The students feel that the language is too difficult to master, and they could not understand the lessons as they have poor understanding of the language and they are living in a community where their own native language is spoken extensively.

5.2.1.2 Better future for self and family

The students realised that being good in English would help them to go further in life, as they would have better job opportunities that would give them and their families a brighter future.

5.2.1.3 Able to communicate with others outside the community

The students were aware they could communicate better with others outside of their own community if they are conversant in English.

5.2.2 Summary of Findings for Research Question Two

What are the indigenous, LEP, Form 3 students' perceptions on the use of songs to develop motivation to learn English?

The overall themes identified on the use of songs in English lessons are (i) fun (entertainment); (ii) helps to learn new words (vocabulary enhancement); (iii) distraction. Findings from the interview and classroom observation revealed that initially, students had mixed feelings towards the use of songs to develop the students' motivation.

5.2.2.1 Fun (Entertainment)

The students felt that learning using songs were entertaining and made learning new words easier as the learning environment was less rigid and most importantly fun. Interviews after the sessions showed that students taking part in this study have positive perception towards the use of songs in the English lesson as it made learning easier and more fun. The classroom observation recorded an increase in the number of eager participants and there was an active interaction between the teacher and students. Their participation was triggered using songs and they were able to keep up and understand the lessons.

5.1.2.2 Vocabulary enhancement

They also felt that they could understand the lesson's contents better when songs were used as the teaching and learning tool. They were able to learn new words and were shown how the meaning of the words suits the context of what they are learning.

5.1.2.3 Distraction

Students had mixed perceptions towards learning English using songs as some felt that the usage of songs could affect their concentration and distract them from learning. However, most of the peers interviewed thought that songs in their language classroom might be a wind of change to the usual classroom routine as they felt they could benefit more when songs were used in the teaching.

After the sessions, the students agreed that songs in the language classroom did encourage the students to be more active in class. The participation levels increased gradually from Lesson 1 until Lesson 4.

5.2.3 Summary of Findings for Research Question Three

How do songs develop indigenous, LEP Form 3 students' motivation to learn English?

The theme showed that the use of songs helps increase the students' motivation to learn by lowering their anxiety levels, which eases the process of learning and acquiring English.

5.2.3.1 Lowers anxiety and increased the motivation to learn English

Based on the overall findings, the students' low motivation to learn English was caused by the environment they grew up in where the use of English was non-existent, poor exposure to the language and preference to other languages i.e. Bahasa Malaysia.

Anxiety is related to Krashen's Input hypothesis (Krashen, 1982) where the students' anxiety when learning English is a form of "mental block" and the use of songs helps in lowering their anxiety levels when receiving the comprehensible input. According to Krashen (1982), anxiety is one of the factors that could affect a learner's motivation and self confidence in acquiring a new language (Krashen, 1982). The use of songs in this study managed to lower the students' anxiety level which supports Krashen (1982) who stated that it is important to create an environment with low affective filter to enhance learning.

The analysis also showed that most of those with low levels of motivation came from a family background where English was non-existent, and the rest were motivated to learn for external reasons i.e. to communicate with others from outside their communities, good job opportunities and encouragement from parents. This is consistent with Babaee (2012) who believed that motivation levels could be

influenced by an individual's need for respect and approval. For LEP indigenous students, learning a new language like English is challenging as they live in a monolingual environment. To acquire another language, they would have to understand cultural differences, learn different sets of vocabulary and grammatical rules and gradually use the language for communicative purposes (Jose, Bontuyan Jr, Luspo & Salazar, 2013).

In addition, with reference to Pawlak (2012), students with higher levels of motivation to learn English learn due to extrinsic factors hence giving them the reason to overcome their adversities to be better in the language. Using English songs in their classroom is a form of classroom motivation, which applies to students learning English to get good grades or for career advancement purposes (Devaney, 2012). On the other hand, LEP students' motivation levels would be affected as they are not exposed to the instances where the language is functional outside their English language classroom. Unlike those who are in a conducive environment that encourages students to learn and use the language, LEP students' motivation levels are lower as they are not in an environment that allows them to use the language comfortably (Alizadeh, 2016)

After the songs-based lessons, the students agreed that the use of songs heightened their motivational levels to learn English. They commented that they felt motivated with the learning when songs were used as they could understand the lesson and participate actively in the activities. What the students went through in this study is similar to a study carried out by Romero, Bernal and Olivares (2012) who investigated motivation among students to converse in English.

In the context of this study, songs used in the lessons created a non-threatening environment that made students felt relaxed, participated actively in class and acquired new words with a better motivation to learn the language. In short, the findings showed that the lowered anxiety levels increase the students' motivation to learn English when songs are used in the language classroom.

5.3   Discussion of Finding Related to Previous Studies

The study's findings revealed that songs could help in the development of motivation among these Form 3 students to learn English. The use of popular culture in the teaching of language gives students the much-needed meaning and purpose as mentioned by Cheung (2001). English pop songs serve as a bridge between formal and informal learning and appeal to the young learners hence motivating them to become active learners in the classroom. The students enjoyed not only the music but also the lyrics. Despite their low motivation levels to learn the language, they were able to take part actively in the lessons. What was discovered in this study correlates with findings from a study carried out in Tainan city by Chen and Chen (2009). They studied the effect of popular English songs on learning motivation and learning achievement of the elementary school students of five intact six-grade classes. They discovered that most of the students were interested to learn popular English songs hence, the interest caused a significant increase in their learning motivation had also increased attributable to creative teaching activity. The participants also showed an improvement in their listening.

These findings are in line with Cooper (2011) who mentioned that the use of song lyrics have the capacity to boost cognitive learning by incorporating multiple dimensions to engage students with different abilities. This present study saw thirty students with LEP taking part in lessons that used English songs as a teaching tool.

The students were asked to take part in class activities such as singing and group work throughout the lessons. Initially, the students were not quite prepared with what was expected of them but as the lesson progressed, there was a noticeable difference in how they interacted with each other and the teacher. They were more comfortable with the idea of accomplishing the task and were excited when asked to sing along as a group. Again, this supports Cooper (2011), who said that integration of music into learning creates flexible, collaborative and an authentic interaction. Apart from learning, the songs are source of fun and enjoyment. The singing along activity helped in reinforcing language learning and would be less intimidating by students with LEP. The students participating in the study were also seen putting in more effort to use more English words in their lessons. This finding is also consistent with Schoepp (2001) who commented that songs help in the development of automaticity, a main cognitive reason behind the use of songs in a language classroom.

The classroom observation revealed that the students were capable to sing to the song without lyrics and most of the students interviewed after the lessons said that they were able to learn the meanings of new words and how to use it. This agrees with Kusnierek (2016) and Ortis (2008) as songs are repetitive, logical and persistent in nature. The use of rhymes and music help in the retention of information and stimulates the brain, which processes music and singing. The information is later stored in the brains where other functions are also located like emotion, memory and language. The students were able to remember words as songs and lyrics in melodies are continuously replayed in someone's mind where the individual would sing the song repetitively. Hence, the constant repetition of the words in English would inevitable help the individual to become familiar with the words.

The students also mentioned that the use of songs in their English lessons were fun. They preferred it to the traditional book or chalk-and-talk as they could listen to popular songs, sing and learn new words and phrases from the lyrics. This supports Boothe & West (2015) views on that when the teacher added variety and creativity to the learning experience; the students are able to expand the capacity to develop the language as their brains are stimulated with exclusive and enhanced learning.

Concerning motivation to learn, the students are more motivated to be part of learning when songs were used in their lessons. The classroom observation and recorded an increase in classroom participation and eagerness to learn. The interviews also showed that the students, despite their low motivation to learn English, wanted to be good in the language as they were aware of the benefits of being good in English such as being able to communicate with others and could secure a better job. This agrees with Babaee (2012) and Pawlak (2012) who clarified that motivation rise from the need to earn respect and approval, can be task or situation specific, and in the form of either intrinsic or extrinsic. Motivation is not static in nature as students may develop different reasons to learn a language including entertainment, wanting to secure a job that requires the language, or other reasons.

The students' motivations to learn are also consistent with Gardner (2007)'s two basic contexts for language learning motivation, integrativeness and classroom motivation. With regard to the study findings, students believe that if they can speak good English in the future, they see themselves as successful individuals. Intergrativeness is when the students' eagerness to learn the language is the result of being interested in learning another language related to the culture or has strong

passion towards the language. This correlates with the students who want to be able to communicate with others outside their own circle or their own country. For students who want to get good grades in the subject, this correlates with Devaney (2012) who stated that classroom motivation is a situation when the students learn to get good grade in examinations or for career advancement. This kind of motivation is not driven by the desire to have more knowledge on the English-speaking cultures but more to professional development.

In terms of challenges, students both pointed out on the choice of songs for the lessons. One of the challenges identified is tempo or beat of the selected songs. The students enjoyed three of the songs in the list but one song, My Way, by Frank Sinatra was deemed as too slow. The students are kinesthetic learners and the correct choice of music is important to ensure that the lesson meets its objectives. This correlates with Cooper (2010) and Flohr (2010) who pointed out that songs expose the students to the rhythmic beat and pace that is present in reading and speaking. Dokulil (2013) recommended that the perfect tempo of songs used in teaching and learning is 90 BPM and 130 BPM. Tempos lower or higher than the recommended tempos can decrease the ability to concentrate and tire the students out while songs that are too fast have disturbing effect and can cause hostility.

5.4   Discussion of Finding in Relation to the Theoretical Framework

Based on the findings of the current study, the students' motivation in learning English have increased. This is because songs used in their English lessons made them feel that learning language can be fun and helped to enhance their vocabulary, speaking and listening skills. The students also mentioned that the use of songs made English easier to understand. From this perspective, this particular learning process is closely associated with Input hypothesis from Krashen's (1982) theory of language

where students acquire and understand the language. Ryan and Deci (2000) Self Determination Theory show that students with good motivation will have better confidence to acquire English. Based on this theory, students who are aware of the significance of learning and mastering English would put in more effort as they are intrinsically motivated to achieve their personal goals. In short, students' engagement in learning English is driven by inner motivations, for example individual happiness and satisfaction. The use of songs made learning language less intimidating and the students began to enjoy being actively involved during lessons.

This hypothesis is relevant in this study as the students can improve and grow when the input of the language is received a step higher than their present linguistic proficiency. The use of songs in this study exposes the students to an input that they can understand and relate to. These students might not have the proficiency that is strong enough for them to produce accurate strings of sentences in English, but the input received via songs are comprehensible and would help them in gaining the language. These feel-good vibes students felt when learning English using songs can heighten the students' positive feels and decrease the filter to acquire language as these filters can affect how a learner learns a new language. A weakened affective filter helps in acquiring language and enables the accomplishment of more learning aims.

The use of songs in the lessons also increases the students' motivation in learning English. This is also related to Gardner (1998) multiple intelligences where humans are born with the inclination to shine, but the actualization of their capabilities are attributable to culture, motivation level and experiences. In this study, the teacher believed that the students' interest in learning can be enhanced with the use of music and songs as these two elements are rich in the students' own culture.

Gardner (1983) described that musical intelligence was the first to evolve as a child will be able to identify rhyme, pitch, melody and rhythm, which are all known to be the components of reading. Therefore, song has the prospective to meet the diverse learning styles. In the context of this study, the students, whose culture is rich with music and songs, were able to relate to the learning when songs were used. The students with LEP felt that the learning of English using songs as fun, which is consistent to Hyde (2008), in relation to the study, who stated that music, applies to all learning styles and therefore, can help students to improve their language goals.

5.5 Implications of the Study

Songs can develop students' motivation to learn English as it creates a favourable learning environment particularly for second language learners. In this study, the use of songs was considered, as English is the students' third language after Temiar and Malay. Growing up in an environment where the members of the community speak little or no English at all affected the students' acquisition and learning of the language. The students were aware of the benefits that come with good proficiency in English, but their poor understanding of the language made learning even more challenging as the teacher has to use more of Malay language than English during lessons. The rationale behind the use of Malay in an English classroom is that the teacher had to explain meanings in Malay to ensure that the meaning is understood. Most importantly, the code-switching in the classroom was necessary to keep the students interested in learning. However, the students' low motivation levels hindered them from fully participating in class activities and the teacher had to coax or force them to take part or respond in class.

Songs assist learning and heighten students' motivation as it is fun, relatable, non-intimidating and could be used to teach various parts of speech in the English

language. Language teachers should adopt both songs and technology to inject creativity to make learning a new language fun. Songs, when manipulated well, can help teachers to teach vocabulary, parts of speech and even moral values. Collaboration among the students has helped them to learn better, as they are able to discuss the answers with their group members. Students were more comfortable discussing with their friends during in-class activities. Working with peers was found to encourage these students when they felt safe and motivated when accomplishing any group tasks.

5.6   Recommendations for Further Studies

This study can be used as a reference for future studies on the use of songs to develop students' motivation in learning English or other languages. The findings from this study have provided clear answers on how songs can be used to assist teachers or language instructors to reach out to their students and keep them engaged with the learning process. Future research can carry out comparative studies between genders or students from different upbringings. A larger number of participants of students are also recommended to allow the researcher to come up with generalised outcomes.

5.7   Conclusion

This present study has given the perspective on how songs can be used to develop motivation among indigenous Form 3 students to learn English. The study was carried out using qualitative methods of semi-structured interviews and classroom observations. The findings of the study revealed that songs, which were correctly chosen and meet the needs and levels of the students, can help to not only increase their motivation to learn but also made them more active during in-class activities. Although a small number of students mentioned that they do not like English songs

and learning using songs, their perceptions were changed after the end of the fourth lesson as they felt they enjoyed the lesson as the songs made learning of vocabulary and pronunciation (via sing-a-long activities) fun.

This study also recommends that language teachers should consider adopting a more creative way of teaching language in classrooms where songs videos can be used to teach various aspects of language and cultural aspects. Future recommendations included in this study are (i) a comparative study between gender, and students from different backgrounds; and (ii) a larger number of participants of students to allow more generalised outcomes.

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