

The Effectiveness of English Sholawat Song As Media on Students' Motivation in Speaking Comprehension

Khudriyah¹, M. Fahmy Almuwallid², Julianne Kamelia Riza³

¹ STIT Al Urwatul Wutsqo Jombang, Indonesia; azkiabilqis@gmail.com

² MTs Arrahman Jombang, Indonesia; fahmymtsarrahan@gmail.com

³ STIT Al Urwatul Wutsqo Jombang, Indonesia; mila_faruq@yahoo.com

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Abstract

Motivation plays a crucial role in achieving various objectives across economic, religious, educational, and linguistic domains. This study specifically examined whether sholawat songs—Islamic devotional songs—influence students' motivation to learn speaking. Employing a quantitative research methodology, the researcher collected data through questionnaires distributed to participants. Subsequently, the data underwent analysis using simple linear regression to determine the relationship between the two variables. The research findings demonstrated that sholawat songs effectively enhance students' motivation for speaking learning. The statistical analysis revealed significant results through multiple measures. When comparing the t-counted value with the t-table value, the result ($3.463 > 2.045$) indicated statistical significance. Similarly, the p-value analysis ($0.002 < 0.05$) further confirmed the significance of the regression coefficient. These results collectively demonstrate that the relationship between sholawat songs and speaking motivation is statistically meaningful and not merely due to chance. Therefore, incorporating sholawat songs into language learning curricula may effectively boost student engagement and motivation in developing speaking skills.

Abstrak

Kata kunci: *kapitalisas pendidikan Islam, dampak positif, dampak negatif.*

Motivasi memainkan peran penting dalam mencapai berbagai tujuan di bidang ekonomi, agama, pendidikan, dan linguistik. Penelitian ini secara khusus menyelidiki apakah lagu sholawat—lagu-lagu keagamaan Islam—mempengaruhi motivasi siswa untuk belajar berbicara. Menggunakan metodologi penelitian kuantitatif, peneliti mengumpulkan data melalui kuesioner yang didistribusikan kepada peserta. Selanjutnya, data dianalisis menggunakan regresi linier sederhana untuk menentukan hubungan antara kedua variabel tersebut. Temuan penelitian menunjukkan bahwa lagu sholawat secara efektif meningkatkan motivasi siswa dalam pembelajaran berbicara. Analisis statistik mengungkapkan hasil yang signifikan melalui berbagai ukuran. Ketika membandingkan nilai t-hitung dengan t-tabel, hasilnya ($3.463 > 2.045$) menunjukkan signifikansi statistik. Demikian pula, analisis p-value ($0.002 < 0.05$) semakin memastikan signifikansi koefisien regresi. Hasil-hasil ini secara kolektif menunjukkan bahwa hubungan antara lagu sholawat dan motivasi berbicara secara statistik bermakna dan bukan semata-mata kebetulan. Oleh karena itu, mengintegrasikan lagu sholawat ke dalam kurikulum pembelajaran bahasa dapat secara efektif meningkatkan

Corresponding Author:

Khudriyah

STIT Al Urwatul Wutsqo Jombang, Indonesia, azkiabilqis@gmail.com

INTRODUCTION

Speaking has a very important social role in human life, because it is a very vital face-to-face communication tool. Likewise, a student's speaking ability is very important for the development of their achievement, there will be a clear difference between students who actively talk and students who talk passively both with friends and the class teacher. The basic goal of speaking is to express ideas correctly so that the listener can understand everything the speaker wants to say. Speaking skill has three main purposes: to inform and report, to entertain and amuse, and to persuade, invite, urge, and persuade (Rosida, 2021).

Speaking is a language skill that aims to express ideas, notions and feelings orally as a communication process to other people. In the process of speaking, a person will experience a thinking process to express ideas and thoughts broadly. The speaking process is closely related to thinking development factors, based on underlying experience. The above statement is in line with Parupalis' opinion that speaking is considered as having a significant role in communication, people make the effort to learn the skill with the aim to be able to communicate with the world society (Rao, 2019).

People in everyday life, need more time to communicate. The most dominant form of communication in social life is oral communication. People need communication with other people to provide information, get information, or even entertain. Apart from that, communication skills are very important for someone to convey opinions to other people. Speaking is an oral communication activity that involves parts of the human body, this is closely related to other activities such as reading, listening and writing. According to Arsjad and Mukti in Hakis, say that speaking ability not only has a reciprocal relationship with listening ability, but is also related to writing and reading ability (Nurrul Khasanah et al., 2021). A good speaker generally requires writing preparation. The speaker should know how to find an interesting topic and how to break this topic down into a framework, so that it can then be used as a guide in finding material. This material is obtained from various sources, including speaking.

The main purpose of speaking is to communicate. In order to convey information effectively, it is best when speaking to truly understand the content of the conversation correctly and also be able to evaluate the effect of the communication on the listener. So it's not just what to say, but how to say it. This concerns the issue of

language and the evaporation of the sounds of that language. Students' speaking ability is very important in learning activities, because by speaking students can express their own thoughts and ideas and students feel involved in the learning process. Through speaking some body can share their feeling and information and knowing each other through communication. Moreover, speaking share knowledge by delivering information to other people.

As students, they need the most important component in language, namely speaking skills, where a student must be required to be skilled in speaking. Speaking is a language skill that develops throughout a student's life, which is only preceded by listening skills, both spoken and written, and it is during this period that the ability to speak or speak is learned (Cahyati et al., 2025; Hasan et al., 2023; Hasan & Aziz, 2023; Hasan & Azizah, 2022; Umam & Hasan, 2025). The ability to speak is now an important thing to master, especially in this digitalization era, because this era has used technological advances to communicate ideas clearly and concisely (Maulana & Susanto, 2023). This speaking ability is the main requirement for the formation of human resources in society. This public speaking skill, its function has now expanded. Not only can it be used face-to-face, but also online or online through digital spaces. "Speaking skills are often used when presenting material, being a moderator, presenting presentations or leading meetings.

Speaking is one of the skills that students must master when learning English as a foreign language. Some students think learning speaking is difficult and scary. If this continues continuously it will lead to boredom in learning. Saturation in learning is something that often occurs in the learning process, including learning English. In this case, boredom is defined as an inability to work the student's reasoning system as expected in processing new information or experiences, so that learning progress is still stagnant or constant. Therefore, strategies are needed which is increase their motivation.

Motivation is very important in the learning activities, because it encourages enthusiasm learning and vice versa lack of motivation will weaken students' enthusiasm for learning. Therefore, Motivation is an absolute requirement for learning; the students who study without motivation (or lack of motivation) will not be optimally successful (Suharni & Purwanti, 2018) (Ainiyah & Rahayu, 2023; Azizah et al., 2023; Fahriansyah et al., 2025). The students in the teaching and learning process need motivation to achieve the desired goals. If there is no motivation then the learning process will not run well. As stated by Sardiman, the achievement of learning outcomes will be maximum, good and high if there is motivation of students (Zebua, 2021).

Motivation can be interpreted as a person's strength that can create a level of willingness to carry out an activity. Willingness both originates from within the

individual himself (intrinsic motivation) and from outside the individual (extrinsic motivation). The learning process will be successful when students have motivation to learn (Akram et al., 2023).

Learning motivation of English is often a problem in itself and to improve English language skills, the first thing to do is start with efforts to increase learning motivation itself, because this motivation has an influence on human life which is closely related to human behavior. To achieve learning goals, one of the things that supports, is having the ability to create effective and efficient learning and the most important thing is being able to please students, so that students are enthusiastic and the learning provided can be useful and meaningful for students. However, if students do not have the desire and lack of interest and low motivation in the learning process, especially English, then it is certain that the learning objectives will be difficult to achieve and learning will be less than optimal.

Nashar in (Darmayanti) said that students who have motivation to learn in each lesson have a big influence on increasing learning achievement in certain subjects or material (Darmayanti, 2022). Meanwhile, Gardner in (Mubarok, 2019) believes that students with high motivation will do things (learn) better than students with low motivation. With strong motivation in individuals (students) it can also generate high enthusiasm for learning. Motivation in learning a foreign language has become a research topic for a number of researchers in the field of education, not only at the secondary and higher education levels, but also researched its influence on students at the primary education level. Learning motivation is one of the factors that most influences students' speed in mastering a foreign language, apart from age and personality factors, both extrinsic motivation and intrinsic motivation (Akram et al., 2023).

Several things are worth paying attention to in efforts to foster student learning motivation is the principles of learning motivation, because their function is very important in moving students to take learning action either as a result of factors outside themselves, or later as encouragement from within themselves to achieve learning achievement. There is such a huge positive impact that can be generated if these principles are observed and implemented that much research has been carried out on how and what actions should be implemented by teachers in generating and building learning motivation from students. Several research results on motivation in learning foreign languages show that students' motivation in learning a foreign language is the main driving force that leads to success in learning that foreign language (Santosa, 2018). Students must have high motivation to improve their abilities in oral communication (Noer Jannah & Luthfiani, 2019). The opinion above is in accordance with the statement that motivation is a key factor in achieving success in language; it can help EFL students learn to speak. It shows that learning speaking

requires high motivation so that students are able to master it. However, facts on the ground show that many students have low motivation in learning speaking (Hadi, 2021).

The above problem was also experienced by the MA Miftahul Ulum teacher who said that the students he taught, especially class XI, did not have the motivation to learn speaking. When teachers start speaking lessons, they have many reasons, for example asking for listening or grammar, or some of them even leave the class without returning to the class for various reasons. This problem must be resolved immediately. As a researcher, the researcher provides a solution by providing prayer songs composed in English as a medium to increase their learning motivation. Learning is a process to achieve goals or steps (procedures) taken (Arsyad, 2011). To achieve quality learning, one aspect is the use of effective and appropriate learning media, because this can have a positive influence on students' motivation. Music or song media can help the occurrence of automatic processing of language where students carry out learning activities without meaning.

Music can increase students' joy and enthusiasm, music can also help calm and relax students. A study by (Dege' et al., 2011). They found that music has quite a big influence on learning motivation or academic achievement in elementary school age children. However, in general it can be concluded that music has a positive impact on children's learning motivation and emotions in elementary school. Therefore, the use of music in education can be an effective strategy for improving the quality of learning and emotional well-being of children.

The flow experience theory (Ricky, et.al) states that when a person does an activity that triggers feelings of joy or happiness, he or she will feel more motivated to continue that activity (Avandra et al., 2023). Music is believed to increase a person's motivation. The motivation offered in song lyrics is something that can only be born with certain feelings and moods. If there is motivation, enthusiasm will appear and all activities can be carried out. Likewise, vice versa, if motivation is shackled, then enthusiasm will fade, become weak, and there will be no energy for activities. In this way, music can foster enthusiasm in all activities, including studying (Fathur, 2010).

(Avandra et al., 2023) then found that music can improve students' cognitive competence. This matter shows that music can help increase students' learning motivation through improvement students' cognitive abilities. A study conducted by (Hallam et al., 2012) found that music can improve children's memory skills in learning English vocabulary. According to (Brown, 2015), factors that tend to hinder the emergence of automaticity are over-analyzing language, thinking too much about forms (structure/grammar) and consciously memorizing language rules. Therefore, song media is very suitable in increasing motivation to learn speaking because in

songs there is no language analysis but students immediately practice speaking English.

Some research results that explain the effectiveness of songs in speaking students are: Song improves the students' speaking skill and involvement, especially their accuracy and interest (Susanti et al., 2023). Students' speaking abilities improved after going through the song singing strategy. The students are more active in understanding songs and vocabulary and are enthusiastic about practicing speaking English (Mahmud & Ahmada, 2023). *There is an influence on English songs on Spotify to motivate students' speaking ability* (Mayalisa et al., 2023). The English language skills of students who are taught using songs are higher than those who use songs other than song (Wijaya, 2018) Thus their motivation is also higher. One type of song is a *sholawat* song. It is a collection of material in speaking arranged in *sholawat* songs that are already known by students.

According to Al-Haitami, the original meaning of *sholawat* is prayer (Al-Haitami, 2002). Shalawat comes from the word prayer and the plural form is *sholawat* which means prayer to remember Allah continuously (Yunus, 2010). Allah SWT's blessings on His servants are in the form of mercy. And Allah SWT's prayer to Rasulullah saw is in the form of mercy, pleasure, glorification, praise and respect. Meanwhile, the prayers of the angels to Rasulullah SAW were in the form of requests for forgiveness and prayers for mercy to be bestowed. And the prayers of the followers of Rasulullah SAW to him are in the form of prayer and upholding his orders.

Reading shalawat and greetings to our Prophet, Muhammad SAW. It is a form of *dhikr*, where the person who reads it is given a reward both from the words he utters and from the meaning of the words themselves. *Sholawat* will also be a blessing for the reader, his deeds, his life, and his benefit. Because the reader prays to Allah so that Allah will give blessings to the Prophet Muhammad and his family, while this prayer is very effective. Of course the reply was the same as the prayer he offered.

Sholawat can increase a servant's love for Rasulullah SAW. Because shalawat is a bond of faith that can only be created by chanting it. The more often a lover mentions the person he loves, the more his love will continue to increase (Al-Hasany, 2006). According to Ibnu Watiniyah, three of the 11 benefits of reading *sholawat* are that life will feel safe, comfortable and peaceful as well as being kept away from difficulties, calming the heart, and making learning easier (Watiniyah, 2016).

The results of research on the influence of *sholawat* on learning motivation as conducted by Mu'azam, Alif Maulana who said that there was an influence of the science prayer/*sholawat* method learning model on the motivation and learning outcomes of students at MTs Miftahul Huda Bulungkulon Jekulo Kudus for the 2021/2022 academic year (Muazzam, 2022). The next is, Angga Pratama who said

there was a significant positive influence between the *sholawat* audio CD learning media and student learning motivation (Pratama, 2019). By reading *sholawat* any time, the students will be motivated to learn.

METHOD

This research goal was to explain whether or not there is effect of sholawat song towards students' motivation in learning speaking at second class of MA Cermenan. The variable indicators were developed into statement items stated at the questionnaire using Likert scale with 5 answers choices the first scale is STS (Strongly Disagree=1), the second scale is TS (Disagree= 2), the third scale is KS (Less Agree= 3), the fourth is S (Agree= 4), and the fifth scale is SS (Strongly Agree= 5).

This research was quantitative. It is an approach to test objective theory by testing the relationship between variables. The subjects of this research were the XI class. From the results of interviews conducted, information was obtained that class XI students had low motivation problems which resulted in low learning outcomes. The variables revealed in this research are motivation for learning speaking skills and prayer songs. In collecting data, researchers used non-test techniques in the form of questionnaires. Before being tested on respondents, the questionnaire had its validity and reliability tested elsewhere, and the results of the instrument were declared valid and reliable. The data was then analyzed using a simple linear regression test.

RESULT AND DISCUSSION

Result

Table 1. The students score of *Sholawat* and Motivation

No Res.	Score of Sholawat	Score of Motivation	No Res.	Score of Sholawat	Score of Motivation
1	49	50	17	45	45
2	39	40	18	40	43
3	41	42	19	42	42
4	42	41	20	41	41
5	41	41	21	40	44
6	41	43	22	40	43
7	37	41	23	42	42
8	44	45	24	41	42
9	47	47	25	41	41
10	35	36	26	41	43
11	48	39	27	42	42
12	42	41	28	45	45
13	42	44	29	39	39
14	40	40	30	38	40
15	44	45	31	38	41
16	43	45			

The above table is the result of questionnaire about students' perception of speaking material that was arranged into *sholawat* song, and students' motivation. The data described how the students enthusiastic in the teaching and learning process.

a. Descriptive statistical analysis

This test aimed to find the smallest and largest score (rating score, and finally the standard deviation owned by *sholawat* song and students' speaking motivation variables. The result founded was:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Sholawat song	31	35.00	49.00	41.6129	3.05153
Motivation	31	36.00	50.00	42.3548	2.67767
Valid N (listwise)	31				

Through the results of data processing using SPSS 22 above, it is known that the smallest (min) of *sholawat* songs is 35 and the largest (maximum) is 49. The next is the mean of *sholawat* songs is 41.6129 with a standard deviation obtained of 3.05153. This score of the scale range is categorized middle category. Meanwhile, the learning motivation category, it is known that the smallest (minimum) value of student learning motivation is 36 and the largest (maximum) is 50. Next is the mean of motivation to learn speaking is 42.3548 with a standard deviation obtained of 2.67767. This score is categorized middle.

The students' perception of *sholawat* song

Table 1. Students' perception on *sholawat* song

Criterion	Form	Score	Total	Percentage
High	$X = M + 1. SD$	> 44.66	5	16.1%
Middle	$M - 1. SD = X < M + 1. SD$	38.56 - 44.66	24	77.4%
Low	$X < M - 1. SD$	< 38.56	2	6.5%
N			31	100%

Based on the above table shows that most of students were on middle categorization, from 31 students, there were 24 students (77.4%) on middle, 5 students (16.1%) on high categorization, and 2 students (6.5%) on low categorization.

The students' motivation

Table 2. The students' motivation

Criterion	Form	Score	Total	Percentage
High	$X = M + 1. SD$	> 45.03	7	22.6%
Middle	$M - 1. SD = X < M + 1. SD$	$39.68 - 45.03$	21	67.7%
Low	$X < M - 1. SD$	< 39.68	3	9.7%
N			31	100%

The above table can be said that most of students were on middle categorization, from 21 students, there were 24 students (67.7%) on middle, 7 students (22.6%) on high categorization, and 3 students (9.7%) on the low categorization.

The detailed explanation regarding the data above is there were 10 statements related to the questionnaire of *sholawat* song to teach speaking, and the following are the explanation of the research result: the first statement was about the ease of speaking material when applied in *sholawat* songs. Based on the result of questionnaire, there were 15 students said strongly agreed, 15 students said agreed, and only one student said normal. The second statement was about *sholawat* song make students happier with speaking; there were 12 students said strongly agreed, 18 students said agreed, and only one student said normal.

The third is the suitability *sholawat* song to teach speaking. There were 14 students said strongly agreed, 16 students said agreed, and only one student said normal. The forth is *sholawat* makes students actively involved in speaking. There were 7 students said strongly agreed, 21 students said agreed, and 2 student said normal, and one student said disagreed.

The ease of *sholawat* songs can motivate students to learn speaking. There were 19 students said strongly agree, 12 students said agree, and none of student said normal. The sixth statement is the students' level of confidence in speaking increases with *sholawat* songs. There were 13 students said strongly agreed, 18 students said agree, and none of student said normal.

The seventh the students are more interested in speaking because of *sholawat* songs. There were 9 students said strongly agreed, 21 students said agreed, and only one student said normal. The eighth is pronunciation of speaking can be more precise with *sholawat* songs. There were 2 students said strongly disagreed, 7 students said

disagreed, 15 students said normal, 7 students said agreed, and none who said strongly agreed.

The ninth is about *sholawat* songs make students easier to practice speaking outside of class. There were 10 students said strongly agreed, 18 students said agreed, and 3 students said normal. The last is *sholawat* songs must be maintained when learning speaking. There were 3 students said disagreed, 3 students said normal, 19 students said agreed, and 6 students who said strongly agreed.

b. Hypothesis Test

The simple linear regression test carried out in this research aimed to see whether there is a change in the dependent variable that occurs if there is a change in the independent variable. The results obtained in this test are:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699 ^a	.488	.470	1.94854

a. Predictors: (Constant), Sholawat song

b. Dependent Variable: Motivation

From the table can be seen that R square was 0.488. It means that students' learning motivation was effected by *sholawat* song about 48.8%, the rest was effected by other variable which was studied.

The explanation of Anova table was F counted about 27.652 with significance of $0.000 < 0.05$, means that the regression gained can predict students' motivation. The model regression can be seen from coefficients a table that was Motivation = 16.844 + 0.613 *sholawat* song or without *sholawat* song, the students' motivation was 16.844, and every additional 1 score of *sholawat* songs will increase motivation by 0.613.

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	104.989	1	104.989	27.652	.000 ^b
Residual	110.107	29	3.797		
Total	215.097	30			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Sholawat song

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.844	4.864		3.463	.002
Sholawat song	.613	.117	.699	5.259	.000

a. Dependent Variable: Motivation

T-Test

a. Constant

Comparing t counted with t table

T table with degree of freedom $31-2=29$, then t table with a significance level of 0.05, then t table found is 2.045. Based on the analysis results, the constant of t count is 3.463, so the t counted > t table, then H_0 is rejected, meaning the constant regression coefficient is significant.

Meanwhile, when comparing with the p-value and its error, it is found that the significance of value is 0.002, so the significance is smaller than 0.05 ($0.002 < 0.05$), so H_0 is rejected, meaning the constant regression coefficient is significant.

b. Variable of *sholawat* song

Comparing t counted with t table

T table with degree of freedom $31-2=29$, then t table with a significance level of 0.05, then t table found is 2.045. Based on the analysis results, the constant of t count is 3.463, so the t counted > t table, then H_0 is rejected, meaning the constant regression coefficient is significant.

Meanwhile, when comparing with the p-value and its error, it is found that the significance of value is 0.002, so the significance is smaller than 0.05 ($0.002 < 0.05$), so H_0 is rejected, meaning the constant regression coefficient is significant.

To find out and understand where the t count and t table are located, they are illustrated in the following figure:

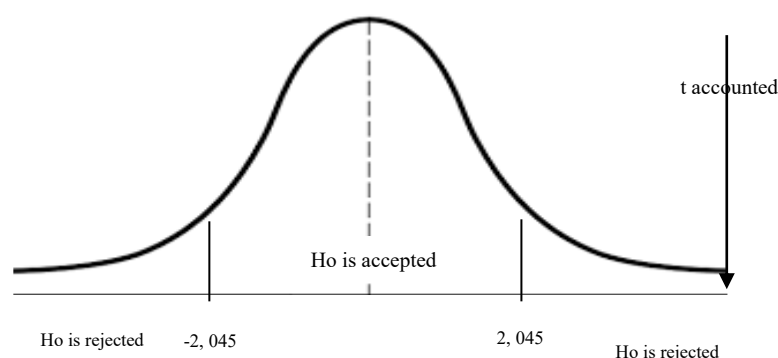


Figure 1 location of t accounted & t table

Based on the above finding, it shows that there was correlation between *sholawat* song and students' motivation of speaking. There was 48.8% students' motivation was effected by *sholawat* song and the rest was effected by other variable which was studied. Level of the *sholawat* song influence towards students' motivation to learn speaking shows that the fact, it is still strong enough to predict students' learning motivation (Priyatno, 2013), while other factors can also predict students' motivation to learn speaking.

Discussion

The students' perception of *sholawat* song, is the most of students were on middle categorization, from 31 students, there were 24 students (77.4%) on middle, 5 students (16.1%) on high categorization, and 2 students (6.5%) on low categorization. the students' motivation in learning speaking is that most of students were on middle categorization, from 21 students, there were 24 students (67.7%) on middle, 7 students (22.6%) on high categorization, and 3 students (9.7%) on the low categorization. It means that either *sholawat* song or students' motivation of speaking using *sholawat* is on the middle categorization.

The *sholawat* song influences students' speaking motivation. Based on the analysis results, the constant of t counted is 3.463, ($t \text{ counted} > t \text{ table}$), then H_0 is rejected, meaning the constant regression coefficient is significant. Meanwhile, when comparing with the p-value and its error, it is found that the significance of value is 0.002, so the significance is smaller than 0.05 ($0.002 < 0.05$), so H_0 is rejected, meaning the constant regression coefficient is significant.

The above explanation is appropriate with the research result such as: there was an influence of the science prayer/*sholawat* method learning model on the motivation and learning outcomes of students at MTs Miftahul Huda Bulungkulon Jekulo Kudus for the 2021/2022 academic year (Muazzam, 2022). There was a significant positive influence between the *sholawat* audio CD learning media and student learning motivation (Pratama, 2019). By reading *sholawat* any time, the students will be motivated to learn. This is also supported by statements that *sholawat* make life feel

safe, comfortable and peaceful as well as being kept away from difficulties, calming the heart, and making learning easier (Watiniyah, 2016).

The song or music of *sholawat* can make students happy and improve their motivation because of their peace of mind and heart. It related to statement that music can improve students' cognitive competence. This matter shows that music can help increase students' learning motivation through improvement students' cognitive abilities. Music also can improve children's memory skills in learning English vocabulary (Hallam et al., 2012) Based on the above discussion means that *sholawat* song can increase students motivation of activities included speaking learning activity.

CONCLUSION

This study concludes that the use of sholawat songs significantly increases students' motivation to learn speaking skills at MA Miftahul Ulum Jombang. The findings are supported by data analysis showing the effectiveness of sholawat song media in English learning. Statistically, the t-test results indicate a t-value of 3.463, which is higher than the t-table value of 2.045 (t-value > t-table: 3.463 > 2.045) with a significance level of $p = 0.002$ ($p < 0.05$). This demonstrates that the regression coefficient is statistically significant, confirming a meaningful influence of sholawat songs on improving students' speaking motivation. The effectiveness of this learning medium is largely attributed to students' familiarity with sholawat melodies, which creates an enjoyable learning atmosphere and promotes active engagement in speaking practice. The successful implementation of sholawat songs as a speaking-learning medium provides practical implications for developing more innovative and contextual English-learning strategies at the senior-high-school level. Future research is recommended to explore the impact of other forms of traditional music and different learning contexts so that the findings can be more widely generalized across various educational institutions.

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