

Popular English Songs as Motivational Resources and Instructional Aids for Grammar Education

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ABSTRACT: *Objectives:* The study aimed to investigate the efficacy of incorporating popular English songs as motivational tools in English grammar instruction among 44 Grade 7 Junior High School students. It focused on students' performance in modals, prepositions, and WH-questions, assessing changes in their motivation for language learning based on the Affective Filter Hypothesis Theory and John Eric Adair's seven key dimensions of motivation. *Method:* A quantitative research approach was employed, utilizing a quasi-experimental single-group pretest-posttest design. Participants included 44 Grade 7 students. The study, grounded in the Affective Filter Hypothesis Theory, used Adair's seven key dimensions of motivation as a framework. Students were tested on modals, prepositions, and WH-questions before and after integrating popular English songs into instruction. Statistical analysis of pretest and posttest results focused on t-values and significance levels (2-tailed, $p < 0.05$) to evaluate the intervention's effectiveness. *Results:* The study found statistically significant improvements in students' motivation and performance following the use of popular English songs in grammar instruction, with a t-value of -14.766 (2-tailed, $p < 0.05$). The intervention enhanced student engagement and motivation across all seven key dimensions: energy, commitment, perseverance, skill, focus, enjoyment, and responsibility. Students' test performance on modals, WH-questions, and prepositions significantly improved post-intervention. *Conclusion:* In conclusion, incorporating popular English songs into grammar instruction significantly boosts student motivation and performance in English language learning. This approach not only enhances the understanding of specific grammatical concepts but also creates a more engaging and motivating classroom environment. The findings suggest that using music as a pedagogical tool can effectively advance English language education, particularly in similar educational contexts.

Keywords: Popular songs, instructional materials, motivation, grammar education, academic performance.

I. INTRODUCTION

The global significance of the English language as a lingua franca is indisputable, with multilingual communities worldwide employing it as their first or second language [1, 2]. As officially recognized in 53 countries and spoken by over 400 million individuals, English is paramount in international and multinational contexts that permeate domains encompassing media, commerce, finance, technology, and academics [3].

In the Philippines, the English language is considered the fundamental component of the curricula across disciplines [4], and despite the change of the curriculum from Basic Education Curriculum (BEC) to K-12 Curriculum, the importance of English remains unscathed, serving as the medium of instruction for many subjects [5].

In an article by Cabigon [6] in the Philippine Daily Inquirer, a national daily and widely-read broadsheet in the country, which finds semblance in the study conducted by Pascual [7], they reported that the Philippines earned the distinction as the world's leading country in business English proficiency for two consecutive years. In 2012, the country received a 7.0 score on the Business English Index (BEI) Report, placing it in the high competence category. However, Raca and Lasaten [8] elucidated that Filipinos' performance on the English Proficiency Index is relatively poor, as compared to the results in the previous years. The report forwarded that there was a drop in the performance from 13th place in 2016 and 15th place in 2017 to 27th place in 2020, claiming grounds that there is a need to support Filipinos in achieving above-average proficiency and creating innovative methods to improve their English skills [7]. The report further noted the present challenges that Filipinos encounter while improving their English grammar proficiency. These challenges may have stemmed from the notion, which eventually becomes an ingrained belief that grammar is complicated and confusing. This consequently causes learners to struggle with forming syntactically correct sentences and hampering their performance in both oral and written usage.

One specific area of concern is English grammar proficiency, which presents significant challenges for learners. This is often due to ingrained beliefs that grammar is complicated and confusing, leading to difficulties in forming syntactically correct sentences and hampering performance in both oral and written usage. Expert guidance and clear teaching methods are crucial for improving writing skills and achieving better learning outcomes and accuracy in expression [9].

Key grammar concepts that ESL students need to master include English prepositions, which provide information about spatial, causal, relational, and temporal aspects of language [9]; English modals like can/could, may/might, shall/should, will/would, must [10, 11]; and WH-questions such as who, what, where, and when to gather specific information [12].

Prepositions are often overlooked in grammar instruction [9], and despite the apparent mastery among native speakers and ESL learners, common errors persist [13]. Moreover, English language learners frequently encounter challenges in mastering prepositions due to their diverse functions and syntactic errors such as substitution, addition, and omission [14]; L1 interference, where prepositions *in*, *on*, and *at* are directly equated to a single preposition 'sa' [15].

Meanwhile, Gonzales (1983), as cited in Paz [16], asserted that prepositions constitute one of the most 'anomalous' components of English language education in the Philippines, as they are not usually emphasized in English subjects and are often acquired through experiential learning. Studies on prepositions in the Philippines and other ESL contexts often pay attention to time and location, and studies divulged that these aspects are problematic (Gonzales, 1983) [17, 18].

On the other hand, Baldeh (2001), as cited by Luvuno and Ajani [11], described modal verbs as imprecise, which makes ESL students hard to master. Moreover, Halliday [19] outlined that the semantic elements of modal auxiliary verbs have been a concern of scholars for many years, for they impose problems regarding linguistic description. Umeh and Anyanwu [20] explained that since modals have functions in multiple categories, they impose concerns for ESL learners in deciding what proper modal should be used in a specific context.

Meanwhile, Lee [12] expressed that many ESL and EFL learners find their *wh*-questions construction difficult even though interrogative sentence structures are commonly used in English. Likewise, Zhang [21] divulged that ESL learners often incur subject-auxiliary inversion errors in their oral and written responses.

Interference from the learner's native language, known as interlingual transfer, contributes to the persistence of language errors [22]. Additionally, the overgeneralization of language rules within the target language, termed as intralingual transfer, exacerbates the issue. Similarly, Celce-Murcia and Larsen-Freeman (1999), as cited in Mohaghegh [23], stated that consistent misapplication among English language learners happens because of the difference in usage and morphological variation between English and learners' first language (L1).

Researchers highlight the necessity of evaluating grammar competency among junior high school students in the Philippines. Corollary to this, Cardona [24] emphasizes the importance of English grammar in written expression, urging teachers to prioritize basic structures and improve instructional strategies with clear explanations and contextual relevance. Despite contemporary pedagogical advances, conventional drilling methods persist, though they suffer from limitations such as lack of engagement and detachment from real-world contexts [25]. Enhancing students' motivation through appropriate instructional methods and materials is crucial [26, 27, 28].

Songs play a crucial role in motivating learners to learn English grammar. Early on, Saglam and Kayaoglu [29] emphasized the importance of music in the ESL context and considered it a practical tool to foster language competencies. Edwards (1997), as cited by Kara and Aksel [30], deduced that music may be utilized in the L2 context to improve motivation, lessen anxiety, lower affective filters, and raise cultural awareness. In addition, extant studies demonstrated that songs benefit students in learning English [31] and make second language learning and vocabulary acquisition easier [23, 33, 34].

Given this context, this study investigated the correlation between integrating popular English songs into language instruction and student motivation. The purpose was to assess the efficacy of using songs to enhance motivation and grammatical proficiency, focusing on modal verbs, prepositions, and WH-questions. It aimed to describe and compare students' motivational levels and performance in grammar tests before and after using popular English songs as instructional material.

1. RESEARCH PROBLEM

The study assessed the effectiveness of integrating popular English songs as an instructional aid into English language instruction with a specific focus on modals, WH – Questions, and prepositions. Specifically, it sought to answer the following questions:

1. How may the motivational level of the students in the English class (in learning the language, specifically its grammar) be described before and after the use of popular English songs as a motivational tool in terms of:
 - Energy;
 - Commitment;
 - Staying power;
 - Skill;
 - Single-mindedness;
 - Enjoyment; and
 - Responsibility?
2. How may the level of motivation be compared before and after using popular English songs as a motivational tool?
3. How may the students' performance in the tests on Modals, WH – Questions, and Prepositions before and after using popular English songs as instructional material be described?
4. How may the students' performance tests on Modals, WH-Questions, and Prepositions be compared before and after using popular English songs?

2. HYPOTHESES

1. There is no significant difference between students' motivation levels before and after using popular songs as a motivating tool.
2. There is no significant difference in the performance test of the students on modals, WH – questions, and prepositions.

3. THEORETICAL FRAMEWORK

The present study is anchored on the Affective Filter Hypothesis Theory proposed by Stephen Krashen [35]. The theory suggests that learners' emotional state, such as anxiety and motivation, influences their ability to acquire and learn a second language (L2). Moreover, the Affective Filter Hypothesis asserts that low anxiety, strong self-esteem, and motivation boost optimal learning. In contrast, in the absence of these prerequisites, students utilize their "affective filter," obstructing both inbound and outbound linguistic inputs. Krashen's Affective Filter Hypothesis provides an understanding of how different emotional factors affect learners' various learning styles, skills, and abilities.

In this study, popular songs are used as motivational resources and instructional tools in grammar teaching and learning. Songs are recommended by Ontesol [36] and Dygala [37] as effective tools for teaching and learning specific grammar points since cognitive processes and imagination are stimulated by auditory experiences, like rhythmic patterns.

Several studies have also proven the favorable relationship between music and language learning [38, 39, 40, 41]. This is in consonance with Parlindungan [34] who found that music- lyrics or not -can satisfy this requirement by promoting relaxation and openness in the classroom, which in turn helps students learn the language. Students often view songs like popular songs as a form of entertainment, which makes learning English through music enjoyable because such songs stimulate students' interest and motivation in learning in the classroom [42]. Further, songs can foster positive attitudes toward learning and enhance learners' performance across macro skills domains [39]. Similarly, Kumar et al. [38] argue that a positive attitude suggests a low affective filter, implying that music can provide learners with a good learning environment, lessening the impact of fear. It is crucial as Kuśnierek [31] explains the importance of incorporating music into English language instruction to meet learners' cognitive and emotional needs. Likewise, songs can be used as practical instructional tools to create a positive learning environment that fosters students' language creativity and motivation, ultimately improving their grammar proficiency [36].

To assess the level of students' motivation, the study employed John Eric Adair's [43] seven indicators of high motivation, which include energy, commitment, staying power, skill, single-mindedness, enjoyment, and responsibility.

II. LITERATURE REVIEW

1. THE PEDAGOGICAL POTENTIAL OF SONGS IN GRAMMAR INSTRUCTION

Songs offer a unique educational form of grammar teaching since they combine linguistic components with melody to create memorable and engaging lessons. According to research, melodic and rhythmic components in songs can assist listeners in internalizing grammatical patterns [44]. By repeating choruses, verses, and rhymes, learners can gain context-based familiarity with grammatical patterns. This contextualized approach enhances comprehension and promotes active participation in linguistic rules and usage [45]. In addition, songs usually incorporate authentic language input, engaging students in informal and realistic linguistic diversity [46]. Students can improve their language awareness and communicative competence by evaluating the song lyrics and recognizing grammatical forms, functions, and meanings in real-world contexts [47]. Also, songs provide sociolinguistic clues and insights that improve student understanding of language use across different contexts, while educators can help learners recognize complicated linguistic concepts more easily by linking grammar lessons to popular songs and topics [48]. Teachers can boost students' incitement and self-esteem by employing memorable lyrics and popular music to teach a significant subject [49].

2. *IMPACT ON STUDENTS' LEARNING OUTCOMES*

Research indicates that integrating songs into grammar and language education enhances student learning outcomes significantly. Davidson and Järvinen's [50] study demonstrated that students exposed to grammar instruction through songs exhibited notable improvements in grammatical accuracy and fluency compared to those taught via traditional methods. Similarly, Göbel's [51] study found that students who actively engaged with grammar songs displayed increased proficiency and retention of grammatical concepts, enhanced vocabulary, improved pronunciation, and boosted overall language proficiency. The melodic and rhythmic elements of music appeal to learners' auditory senses facilitating the memorization and internalization of grammatical structures. In addition to improving understanding, this contextualized method encourages students to use grammar rules in their writing [48]. Furthermore, songs provide a platform for language development by involving students in activities such as lyric analysis, gap-filling, and creative writing [52]. These interactive exercises encourage students to experiment with language structures and express themselves creatively, fostering active engagement and collaborative learning in the classroom [53].

3. *SONGS AS MOTIVATIONAL TOOL FOR LANGUAGE LEARNING*

Studies demonstrated that using music in the classroom can boost students' passion, attention, and engagement [54], and the melodic and rhythmic components of music increase brain activity, enhancing focus and memory retention [55]. Additionally, songs frequently arouse positive emotions, create a positive learning environment [56], and support resilience, growth mentality, and tenacity [53].

Moreover, songs support long-term motivation and competency development, promoting autonomy and ownership over learning [53]. These interactive tools encourage students to actively participate in class and work together to learn, creating a positive learning atmosphere that inspires them to try out new language structures and find innovative ways to express themselves.

Keskin [57] emphasizes the advantages of using songs, particularly popular ones, as teaching tools for a foreign language. Songs can captivate students, reduce the monotony often associated with traditional language and grammar teaching, and elevate student enthusiasm. Songs can stimulate interest in the classroom and significantly enhance student motivation [42]. Also, songs can lower the affective filter, making language and grammar acquisition more accessible and fostering a sense of togetherness and cooperation among learners, positively impacting group dynamics [29]. In addition, music offers non-linguistic benefits, such as reducing anxiety, regulating emotions, and creating a positive classroom atmosphere [58, 59, 60].

The study fills gaps in current research by focusing specifically on modals, WH-questions, and prepositions, whereas previous studies often covered broader language skills or different linguistic areas. This focused approach allows for a detailed analysis of how integrating popular songs impacts these specific grammatical concepts. By evaluating both motivational aspects (such as energy and commitment) and performance outcomes (test scores), the study offers a comprehensive assessment of the benefits of using songs in grammar instruction.

Additionally, the research contributes to understanding how motivational levels can be effectively measured and compared in language learning contexts, highlighting nuanced changes in student engagement and persistence. Through a comparative analysis of pre- and post-integration test scores, the study provides empirical evidence of the effectiveness of music-based approaches in enhancing grammar proficiency.

III. MATERIAL AND METHOD

1. RESEARCH DESIGN

This study utilized a quasi-experimental research design, employing a single-group pre-test and post-test approach to evaluate intervention effectiveness. Following the framework outlined by Abraham and MacDonald [61], quasi-experimental research involves manipulating an independent variable without including control groups, random selection, random assignment, or active manipulation. In this design, a single case was observed at two distinct time points: before and after the intervention, attributing changes to the treatment. Notably, the study did not incorporate a control or comparison group. The researchers employed this method to assess the efficacy of utilizing popular English songs as instructional materials and motivational tools in teaching and learning English grammar, focusing on modals, WH-questions, and prepositions.

Further, the researchers employed a range of procedures, such as activities, researcher-made questionnaires, and tests, to evaluate students' motivation levels and performance in modals, WH-Questions, and prepositions tests. Subsequently, feedback was provided to the students to aid improvement. The experimental design utilized in this study is outlined in Table 1.

Table 1. Experimental design

Pre-test	Treatment	Post-test
Y1	X	Y2
Where:		
X: Treatment		
Y1: Pre-test		
Y2: Post-test		

2. RESEARCH LOCALE

The research was conducted in one of the Public Junior High Schools within the Division of Nueva Ecija.

3. PARTICIPANTS

The study participants were chosen from Grade 7 Junior High School learners. The selection of the participants was driven by the fact that the researchers' observations revealed that many students in this location encountered challenges in comprehending English grammar topics. Consequently, this hindered their motivation to engage in English classes actively. Table 2 outlines the frequency and distribution of participants.

Table 2. Frequency and distribution of participants

Number of	Frequency	Percentage
Respondents		
Male	23	52%
Female	21	48%
Total	44	100%

4. RESEARCH INSTRUMENTS

The study employed the researcher-made 60-item multiple-choice test, with 20 questions allocated to each grammar area (modals, WH-questions, and prepositions), administered as both pre-test and post-test to gauge students' grammar proficiency.

Additionally, a researcher-made questionnaire, structured around John Eric Adair's seven signs of high motivation (energy, commitment, staying power, skill, single-mindedness, enjoyment, and responsibility) evaluated students' motivation towards their English class and using popular English songs in grammar learning. The questionnaire comprised 21 statements, and responses were rated on a 4-point scale: Agree - Motivated (4), Moderately Agree - Moderately Motivated (3), Slightly Agree - Slightly Motivated (2), and Disagree - Not Motivated at all (1). Likewise, the test and questionnaire were statistically validated to ensure their reliability and validity. Validators meticulously reviewed the instruments, while a statistician tested for reliability, confirming a satisfactory Cronbach's alpha coefficient. Table 3 shows the motivation level scale of the students towards their English class (learning the language, specifically its grammar) before and after using popular English songs.

Table 3. Motivation level scale of students toward English class

Motivation Level	Scale	Description
Agree – Motivated	4	The students are eager to comprehend topics in English grammar, such as modals, WH – Questions, and prepositions, and feel excited about the teaching–learning process.
Moderately Agree – Moderately Motivated	3	The students appreciate the importance of understanding some topics in English grammar (modals, WH – Questions, and prepositions) and positively respond to the teaching–learning process.
Slightly Agree – Slightly Motivated	2	The students are unwilling to comprehend topics in English grammar (modals, WH– Questions, and prepositions) and manifest a small amount of excitement toward the teaching–learning process.
Disagree – Not Motivated at all	1	The students do not find English meaningful, so they show no interest in learning its grammar, specifically its grammar.

4. DATA GATHERING PROCEDURES

The study encompassed three phases: pre-assessment, experimentation, and post-assessment.

- *Pre-assessment Phase:* The researchers obtained school permission to conduct pre-tests. A 21-statement questionnaire gauged the initial motivation level of Grade 7 students. A 60-item pre-test on modals, WH-questions, and prepositions assessed their grammar knowledge.
- *Experimentation Phase:* The treatment method involved instructing students using popular English and OPM songs: Perfect (One Direction), Wish I May (Alden Richards), All of Me (John Legend), Chasing Pavements (Adele), I Have Questions (Camila Cabello), How Do I Live (LeAnn Rimes), Jar of Hearts (Christina Perri), Save the World (Swedish House Mafia), Where Have You Been (Rihanna), What Do You Mean? (Justin Bieber), Love Me Like You Do (Ellie Goulding), Malibu (Miley Cyrus), You Belong With Me (Taylor Swift), Counting Stars (One Republic), It Must Have Been Love (Roxette), As Long As You Love Me (Backstreet Boys), At Your Side (The Corrs), When I Was Your Man (Bruno Mars), Photograph (Ed Sheeran), How Did You Know (Gary Valenciano), and Lean On (Major et al., & MØ). The researchers adhered to a lesson plan, employing song lyrics during the motivation part as both a motivational tool and instructional material. The songs were

the springboard and were also used as the literature for the actual lesson proper. The experimentation phase was done during the fourth quarter (40 days) of the academic year.

- *Post-assessment Phase:* A post-test, using the same instrument as the pre-test, assessed improvements in students' grammar knowledge and motivation levels resulting from using popular English songs.

5. DATA ANALYSIS TECHNIQUE

To describe students' motivation in English class, particularly in grammar learning, before and after integrating popular songs as a motivational tool, a questionnaire checklist comprising 21 statements was utilized. Data analysis involved weighted mean and standard deviation calculations. Paired-sample t-tests were conducted to compare motivation levels before and after the intervention.

Regarding students' performance in modals, WH-questions, and prepositions tests pre- and post-intervention, a 60-item pre-test and post-test were administered. The analysis included weighted mean, frequency, and percentage calculations. Paired-sample t-tests were used to compare performance before and after integrating popular songs as instructional materials.

Rating scales were employed to determine students' motivational levels in English class and their performance in the tests on models, WH-questions, and prepositions, with corresponding descriptions. Table 4 shows the rating scales and verbal interpretation for the motivation level.

Table 4. Rating scale and verbal interpretation on students' motivation level

Scale	Range of Values	Verbal Interpretation (VI)
1	1.00-1.75	Disagree - Not motivated at all
2	1.76-2.50	Slightly Agree - Slightly motivated
3	2.51-3.25	Moderately Agree - Moderately motivated
4	3.26-4.00	Agree-Motivated

Table 5 shows the rating scales and qualitative student test performance ratings.

Table 5. Rating scale and verbal interpretation on students' motivation level

Performance Score (%)	Qualitative Rating
0 – 33%	Below Average
34 – 66%	Average
67 – 100%	Above Average

IV. DATA ANALYSIS

1. STUDENTS' LEVEL OF MOTIVATION BEFORE AND AFTER THE USE OF POPULAR ENGLISH SONGS

Table 6 presents the students' motivation level in learning the second language/grammar - energy, commitment, staying power, skill, single-mindedness, enjoyment, and responsibility – based on John Eric Adair's (2002) indicators/signs of high motivation.

Table 6. Students' level of motivation before and after using popular English songs

Level of Motivation	Before		After	
	WM	SD	WM	SD
Energy	1.98	0.69	3.48	0.69
Commitment	1.89	0.68	3.52	0.71
Staying Power	1.98	0.61	3.51	0.70
Skill	1.95	0.64	3.52	0.71
Single-Mindedness	1.98	0.57	3.54	0.69
Enjoyment	1.92	0.59	3.54	0.70
Responsibility	1.83	0.64	3.57	0.70

Legend: WM- weighted mean; SD- standard deviation

Initially, the energy factor showed a mean of 1.98, indicating low agreement or motivation. Students attributed this to the perceived complexity of English grammar, which resulted in minimal effort. This aligns with observations by Christison and Murray [62] and Pourhosein et al. [63], who highlight the challenges students face in engaging with English grammar. After treatment, the mean increased to 3.48, signifying high agreement and motivation. This shift was attributed to popular English songs, which enhanced students' energy, eagerness, and excitement in learning grammar. Barack [64] suggests that such high energy levels indicate increased interest and commitment and emphasizes that fostering enthusiasm through popular songs can significantly enhance motivation for learning.

In terms of students' commitment, before the treatment, the overall weighted mean for commitment was 1.89, indicating a "slightly agree – slightly motivated" stance. This corresponds with Fitriani's [65] study which underscores the significance of student dedication in effective goal setting and the significant role of positive attitudes and commitment in achieving success in language learning [66]. However, after teaching using popular English songs, there was a notable enhancement in students' commitment levels, with an average increase of 3.52, indicating strong agreement and motivation. It suggests a readiness among students to participate in English grammar learning when incorporating popular songs. Commitment, engagement, and performance are interconnected, signifying that increased commitment to active learning principles, as evidenced by student's commitment to learning English grammar through songs, can result in heightened engagement and performance [67].

In terms of staying power, the overall weighted score is 1.98, indicating a "slightly agree" or "slightly motivated" stance before using songs. This implies that students tend to give up easily when encountering challenges in learning a second language and its grammar. Kaufmann [68] stressed the importance of patience for language learners, noting that many lack this trait and choose to quit when facing difficulties, and seeking immediate results. At the same time, Justin underlined the necessity for greater dedication, patience, strategies, study habits, and awareness of learning styles to attain fluency in English. However, after instruction using songs, students' staying power improved significantly, with a total weighted mean of 3.51, indicating overall agreement and motivation. This denotes that popular English songs play a significant role in fostering students' patience, particularly when facing challenges in learning the English language and grammar. This aligns with Pegg's [70] perspective, emphasizing that enduring success in English requires perseverance, which can be facilitated by incorporating popular songs.

Regarding skill, the total weighted mean is 1.95, denoting slight agreement and motivation. In this light, Whiteside, Gooch, and Norbury [71] noted that children lacking sufficient English language/grammar skills may develop social, emotional, and behavioral difficulties later on, potentially due to perceiving the second language solely as a school subject without recognizing its relevance in their immediate surroundings. However, after the treatment, students demonstrated a higher skill level, with a mean score of 3.52. This

suggests greater enthusiasm for learning English, particularly grammar topics such as modals, WH-questions, and prepositions when popular English songs are utilized. Zazulak [72] underscores the efficacy of using popular songs in grammar discussions as a motivational tool in English language teaching. Additionally, Mamidi [73] emphasizes the symbiotic relationship between education and skills, highlighting the importance of integrating skills into education, especially in the English subject. Similarly, Gooblar [74] supports the focus on skills, such as utilizing popular songs, to encourage active learning strategies, which are highly effective for long-term learning.

Regarding single-mindedness, the total weighted mean of 1.98 indicates a "slightly agree – slightly motivated" stance among students. This suggests a need for more investment of total effort and concentration in mastering the target language and its grammar, with students tending to confine the functions of the mentioned topics to short-term memory. Reeve et al. [75] and Dweck [76] expound that the passive learning approach can lead to reduced autonomy, a low self-determined orientation to learn, and lower overall achievement. After integrating songs into classroom instruction, students demonstrated higher motivation for this factor, with a total weighted mean of 3.54, indicating agreement and motivation. This result is coherent with those of Pourhosein et al. [63] and Zhou et al. [77], who suggest that incorporating popular English songs aids in achieving the goal of understanding and learning the language and grammar effectively.

Regarding enjoyment, the total weighted mean of 1.92 suggests a "slightly agree – slightly motivated" stance. This indicates moments of dullness in English class, particularly during grammar learning. This lack of enjoyment aligns with Bartram's [78] assertion that a lack of enjoyment contributes to negative attitudes toward learning English as a second language. Conversely, students demonstrated higher enjoyment after using songs in instruction, with a total weighted mean of 3.54, indicating agreement and motivation. This suggests that students tend to enjoy learning the second language and its grammar when popular songs are used as motivational tools and instructional materials [79].

Regarding responsibility, the lowest total weighted mean of 1.83 suggests a "slightly agree – slightly motivated." This indicates a lack of responsibility for their learning endeavors. However, after introducing songs as an instructional tool, students demonstrated a notable enhancement in their sense of responsibility for their learning, with the highest total weighted mean of 3.57, indicating agreement and motivation. This finding concurs with Streat [80] and Braček [81], who posited that students acknowledge the significance of assuming responsibility for their learning when infused with enthusiasm and motivation within the instructional setting.

Overall, Odacioğlu [82] emphasized that integrating music into teaching can be a highly effective strategy for motivating students. Krashen [35] posits that students' motivation in language learning is crucial because low motivation hinders language input, as learners are anxious and lack confidence. However, after utilizing songs, students exhibited a higher level of motivation. This positive change could lower the affective filter, thus creating a conducive learning environment where students are more relaxed, engaged, and open to language input. Consequently, they can absorb and internalize English language rules and structure effectively. These findings underscore the significance of addressing affective factors in language learning. Songs are found effective instructional tools for effective language teaching.

2. COMPARISON OF THE MOTIVATIONAL LEVEL OF THE STUDENTS BEFORE AND AFTER THE USE OF POPULAR ENGLISH SONGS AS A MOTIVATIONAL TOOL

Table 7 compares the students' motivational levels before and after using popular English songs as a motivational tool.

Table 7. Comparison of the students' level of motivation before and after using popular English songs as motivational tool

Level of Motivation	T	Sig. (2-tailed)	VI
Energy Before vs. Energy After	16.368	.000	S
Commitment Before vs. Commitment After	15.143	.000	S
Staying Power Before vs. Staying Power After	15.659	.000	S
Skill Before vs. Skill After	15.830	.000	S
Single-Mindedness Before vs. Single-Mindedness After	16.337	.000	S
Enjoyment Before vs. Enjoyment After	15.613	.000	S
Responsibility Before vs. Responsibility After	17.615	.000	S
Total: Before – After	-18.363	.000	S

Legend: S – Significant; NS – Not Significant

Table 7 shows the computed t-values for the seven motivation levels before and after implementing popular songs as a motivational tool. Energy yielded a total t-value of 16.368; Commitment resulted in a t-value of 15.143; Staying power had a t-value of 15.659; Skill obtained a t-value of 15.830; Single-Mindedness showed a t-value of 16.337; Enjoyment achieved a t-value of 15.613; and responsibility garnered a t-value of 17.615. All these t-values were statistically significant (2-tailed) at $p < 0.05$, signifying a substantial difference in the results.

These findings unequivocally indicate a significant improvement in motivation levels after incorporating popular English songs. These results align with the research conducted by Parvin and Salam [66], which emphasized that integrating popular English songs into language and grammar instruction can enhance students' concentration, create a stimulating learning environment, and foster a positive classroom atmosphere. Moreover, Arbib [83] highlighted the parallels between music and language regarding perception, cognitive processing, comprehension, syntactical aspects, impact on brain plasticity, and the importance of emotional engagement in learning and performance.

Moreover, the t-value for the difference in student motivation levels before and following the use of popular songs as a motivational aid was -18.363, with a notable difference (two-tailed) of .000, showing a statistically meaningful enhancement in motivation. These results are consistent with the study conducted by Saglam and Kayaoglu [29] as presented during the "Second International Symposium on Sustainable Development," emphasizing the importance of music in English Language Teaching (ELT). Music can be claimed being acknowledged as a valuable instrument for improving language abilities within the ELT setting.

3. EVALUATION OF STUDENTS' PERFORMANCE IN MODALS, WH-QUESTIONS, AND PREPOSITIONS BEFORE AND AFTER THE INTEGRATION OF POPULAR ENGLISH SONGS AS INSTRUCTIONAL MATERIAL

Table 8 illustrates the frequency distribution of student performance in tests that assess the differences before and after the incorporation of popular English songs as instructional material. The analysis explores the potential influence of songs on students' learning and academic achievements.

Table 8. Frequency distribution of students' performance in tests before and after the use of popular English songs as instructional material

	Verbal Interpretation	Before		After	
		Frequency	Percent	Frequency	Percent
Modals	Below Ave.	7	15.91	2	4.5
	Ave.	33	75.0	22	50.0
	Above Ave.	4	9.09	20	45.5
	Total	44	100.0	44	100.0
WH-question	Below Ave.	8	18.2	2	4.5
	Ave.	29	65.9	22	50.0
	Above Ave.	7	15.9	20	45.5
	Total	44	100	44	100.0
Preposition	Below Ave.	10	22.7	1	2.3
	Ave.	31	70.5	27	61.4
	Above Ave.	3	6.8	16	36.4
	Total	44	100	44	100.0

Before the integration of popular English songs as both a motivational tool and instructional material for teaching English grammar, specifically focusing on modals, WH-questions, and prepositions, the researchers administered pre-test and to determine significant differences, the post-test followed to assess students' understanding of these topics.

In the pre-test for modals, among 44 students, 7 (15.91%) performed below average, 33 (75.0%) achieved an average score, and 4 (9.09%) scored above average. This indicates that modals were moderately incorporated into students' prior knowledge, presenting challenges due to their complexity, which includes deviation from conventional grammatical rules and multifaceted definitions. Similar challenges were addressed by Rasheed and Hassoon [84] in their study, where modality was identified as a contentious concept for second-language learners due to its unique forms and multiple meanings.

In the post-test concerning modals, two students (4.5%) scored below average, 22 (50.0%) obtained average scores, and 20 (45.5%) scored above average. These findings highlight the pedagogical effectiveness of integrating popular English songs, indicating improved comprehension of modals among students.

The test results for WH-Questions indicate that many students have yet to reach the expected level of competence in this area. Specifically, eight students (18.2%) performed below average, 29 students (65.9%) achieved an average score, and seven students (15.9%) scored above average, highlighting prevalent challenges with WH-question formation. These findings align with Lee's [12] observations, which emphasized the common struggles of English language learners with WH-question structures. In this line, Trusler [85] suggested developing question-asking and answering abilities early in language studies.

Following the intervention on WH-Questions, approximately half of the student cohort or 20 students (45.5%) made significant progress, achieving above-average scores. Meanwhile, a marginal percentage, two (4.5%) scored below average, and the majority (22 or 50.0%) maintained an average performance level. These results underscore the beneficial impact of popular English songs in facilitating students' effective understanding of WH-Questions.

The results of the prepositions test indicate varied student performance, ranging from poor to excellent. Specifically, 10 students (22.7%) performed below average, 31 students (70.5%) achieved an average score, and three students (6.8%) scored above average.

While these findings suggest a reasonable understanding of prepositions among students, there is evident room for improvement, particularly concerning the correct usage of various prepositions for mastery. This aligns with previous studies, such as those by Tahaineh [86], Bukhari et al. [87], and Jalali and Shojaei [88], which highlight the common struggles learners face in learning and employing prepositions correctly. Saravanan [89] furthers by emphasizing the complexity of prepositions and the prevalence of misplacement or misuse among learners, indicating the need for additional study and practice.

Significantly, students demonstrated improvement in their performance regarding prepositions, with 16 students (36.4%) obtaining scores above the average, 27 (61.4%) maintaining an average level of performance, and one student (2.3%) scoring below average. These findings highlight the effectiveness of songs in enhancing students' grasp of proper preposition usage within sentences.

In line with the thoughts of Arhil [90], songs are recognized as valuable linguistic resources, emphasizing the importance of integrating songs in learning prepositions. One practical approach recommended involves exercises that incorporate lines from popular songs with missing prepositions, which can reinforce students' understanding and application of prepositions.

Table 9 summarizes the frequency distribution of students' performance in tests before and after integrating popular English songs as a teaching tool.

Table 9. Summary of the students' performance before and after using popular English songs

English Grammar	Before		After	
	WM	SD	WM	SD
Modals	9.52	2.865	13.07	3.592
WH – Questions	9.45	3.386	13.00	3.524
Prepositions	8.84	3.410	12.41	3.552

The table shows that the students' performance improved discernibly after incorporating popular English songs into the teaching methodology. This improvement can be attributed to songs' unique capacity to be ingrained in memory and become an integral facet of human language. This feature proves instrumental in augmenting the proficiency of the four primary language skills: listening, reading, speaking, and writing.

Kraus and Chandrasekaran [91], Odacıoğlu [82], and Ludke et al. [92] emphasized the merits of integrating songs into language acquisition and learning. They advocated the transformative impact of songs on language skills, asserting that music plays a pivotal role in fine-tuning the brain for auditory acumen, akin to how physical exercise contributes to bodily fitness. The synergy of music training and language learning through songs is more efficacious than traditional spoken texts, decisively elevating English language proficiency, particularly in modals, WH-questions, and prepositions. Ultimately, songs offer non-linguistic advantages, thereby reducing anxiety and fostering a positive learning environment conducive to comprehensible language input, enabling learners to process information more effectively [58, 60].

4. COMPARISON OF STUDENTS' PERFORMANCE IN TEST ON MODALS, WH – QUESTIONS, AND PREPOSITIONS BEFORE AND AFTER THE USE OF POPULAR SONGS AS INSTRUCTIONAL MATERIAL

Table 10 compares the students' test performance on modals, WH-questions, and prepositions before and after the integration of popular English songs as an instructional tool. The comparative analysis is initiated to assess the impact of using music, focusing on three distinct topics in the target language domains.

Table 10. Comparison of students' performance before and after the use of popular English songs as instructional material

	English Grammar	T	Sig. (2-tailed)	Interpretation	
The data reveal that calculated t-representing difference in	Modals Before vs. Modals After	-11.796	.000	Significant	in Table 10 the value, the students'
	WH – Questions Before vs. WH – Questions After	-12.554	.000	Significant	
	Prepositions Before vs. WH – Questions After	-9.880	.000	Significant	
	Total Before vs. Total After	-14.766	.000	Significant	

performance before and after using popular songs as an instructional tool, was -14.766 in total (-11.796 for modals, -12.554 for WH-Questions, and -9.880 for prepositions). Furthermore, the two-tailed significance level was .000, lower than 0.05.

This indicates a statistically significant difference between the two sets of results. The data suggest that the group achieved a significantly higher level of performance in their tests on modals, WH-Questions, and prepositions after incorporating popular English songs into their learning.

Songs are deemed an essential element of daily language teaching routines, playing a significant role in motivating students to participate in learning within a comfortable environment [93]. Hence, when songs are thoughtfully chosen based on students' requirements, they can effectively encourage language practice, especially in English grammar including modals, WH-questions, and prepositions [94].

In English language instruction in the Philippines, popular English songs are utilized for various significant purposes. Exploring intricate grammar concepts like modals, WH-questions, and prepositions heightens student motivation. Moreover, songs serve as valuable instructional aids that enhance students' performance in these areas while advancing their language skills. Additionally, songs create a relaxed and non-threatening learning environment [95] and for songs to have the most substantial impact, meticulous selection in alignment with curricular goals is crucial [39, 74]. In conclusion, popular English songs have the potential to enhance students' motivation, academic achievements, and language proficiency.

V. CONCLUSIONS

The study provides useful insights into the effectiveness of employing popular songs as motivational tools in English grammar instruction, particularly focusing on modals, prepositions, and WH-questions. These findings suggest that using songs can transform a typically dull and monotonous learning process into an engaging and enjoyable educational experience. Further, the study demonstrates that incorporating songs into teaching positively impacts students' motivation, influencing various aspects such as their energy levels, commitment to learning, persistence, skill development, focus, overall enjoyment, and sense of responsibility.

Students have notably perceived the value of music in language learning. They have discovered that incorporating popular English songs into their classes makes previously difficult grammatical concepts more accessible and understandable. This method allows them to better learn modals, prepositions, and WH-questions. The data support that songs are effective instruments for increasing motivation and improving comprehension of complex grammatical rules and usage.

Before the implementation of popular English songs in the classroom, students performed averagely on modals, WH-questions, and prepositions. However, after using songs as educational tools, the learners improved their English language skills. This development implies that adding songs into the teaching methods can help students enhance their language fluency and comprehension beyond the grammatical classes addressed in the study.

In conclusion, the study emphasizes the importance of popular songs as a motivational and instructional tool in English language teaching. These songs can significantly enhance the learning experience by making it

more engaging, entertaining, and practical, a fact acknowledged by students themselves. Incorporating well-known songs not only boosts students' enthusiasm but also enhances their understanding of complex grammar rules and overall language proficiency.

Moreover, this research provides broader implications for improving English language education, particularly in terms of enhancing language motivation, increasing classroom engagement, and refining grammar instruction in the Philippines and potentially in other educational settings. By leveraging the familiarity and appeal of popular music, educators can create dynamic and effective learning environments that cater to diverse learning styles and interests, ultimately fostering more effective language acquisition and retention among students.

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Conceptualization: JAVDeRoxas and JCRavago; Methodology: JAVDeRoxas and MMReyes; Data Gathering and Retrieval of Questionnaires: JAVDeRoxas and LMMDeLaCruz; Facilitation of Statistical Analysis: JAVDeRoxas and DOCasipit; Formal Analysis: JAVDeRoxas and JCRavago, DOCasipit, MMReyes, and LMMDeLaCruz; Writing Original Draft Preparation: JAVDeRoxas and JCRavago; Writing Review and Editing: MMReyes and LMMDeLaCruz; Supervision: JAVDeRoxas and JCRavago

Conflict of Interests

The authors declare no conflict of interest.

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