

The Influence of Rex Orange County's Music on Students' Learning Motivation in English Learning

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ABSTRACT

Learning motivation plays a crucial role in determining students' engagement and achievement in English as a Foreign Language (EFL) classroom. Although previous studies have demonstrated the benefits of music-assisted language learning, limited research has examined the educational potential of a specific contemporary artist in motivating students to learn English. Therefore, this study investigated the influence of Rex Orange County's music on students' learning motivation in English learning. This study employed a quantitative approach using a one-group pretest-posttest quasi-experimental design involving 88 students at an Islamic Senior High School in Jakarta. Data were collected using a learning motivation questionnaire based on Keller's ARCS Model, which demonstrated excellent validity and reliability. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, the Wilcoxon Signed-Rank Test, effect size analysis, and Normalized Gain (N-Gain). The findings revealed a statistically significant improvement in students' learning motivation after the implementation of Rex Orange County's music ($Z = -5.281$, $p < .001$), with a large practical effect ($r = .62$). Improvements were observed across all ARCS dimensions, particularly Attention. These findings suggest that English teachers can integrate contemporary songs into lessons through activities such as lyric-based listening, vocabulary exploration, and guided discussion to increase students' attention and engagement. However, the use of a one-group design and a single school limits the generalizability of the findings. Overall, contemporary English songs may serve as a supplementary instructional resource for creating a more engaging EFL learning environment.

Keywords: *English Learning, Learning Motivation, Music-Assisted Language Learning, Rex Orange County, ARCS Model*

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INTRODUCTION

Learning motivation is an important affective factor in English as a Foreign Language (EFL) learning because it influences students' willingness to participate, sustain effort, and engage with learning activities. Motivated learners are more likely to participate actively in classroom interaction and persist when they encounter difficulties. In secondary EFL education, maintaining motivation is particularly important because students are expected to develop increasingly complex language abilities while remaining engaged in classroom activities. Motivation is therefore not only a psychological condition but also an important consideration in the design of effective language instruction (Keller, 1987; Krashen, 1985; Liu et al., 2025).

The importance of motivation has become particularly relevant following changes in educational environments after the COVID-19 pandemic. The transition from emergency online learning to face-to-face and blended learning has required teachers and students to adapt to changes in instructional practices, interaction patterns, and learning habits. Previous studies have reported challenges related to students' engagement and participation in post-pandemic learning contexts, including EFL settings (Abdillah & Sueb, 2022; Natalya & Halim, 2021; Sembiring et al., 2024). In Indonesian classrooms, concerns about student engagement are also associated with instructional practices that provide limited opportunities for active

participation and meaningful interaction. Such conditions highlight the need for instructional resources that can make English learning more engaging and relevant to students' experiences (Adara & Taufik, 2020; Japeri et al., 2023).

One instructional resource that has received sustained attention in EFL research is music. Songs can expose learners to pronunciation, vocabulary, grammatical patterns, and naturally occurring expressions while providing an affectively engaging context for language learning. Their combination of linguistic input and musical experience can make classroom activities more enjoyable and provide opportunities for students to interact with English through familiar cultural forms (Al-Smadi, 2020; De Roxas et al., 2024; Kumar et al., 2022; Uswatun Hasanah et al., 2025). Recent evidence also indicates that songs have been investigated across different language-learning outcomes, although the strength of causal conclusions varies considerably according to research design. A systematic review of intervention studies, for example, found substantial interest in using songs for second- and foreign-language learning but cautioned that many existing studies did not employ designs strong enough to support firm causal claims about linguistic effects 2024. This observation reinforces the need for context-specific and methodologically explicit research when examining the educational value of songs.

The motivational potential of music can also be interpreted through affective and motivational theories. Krashen (1985) Affective Filter Hypothesis proposes that affective conditions such as motivation, anxiety, and self-confidence can influence the extent to which learners are able to benefit from comprehensible input. From this perspective, learning environments that reduce negative affect and encourage positive engagement may create more favorable conditions for language learning. Self-Determination Theory further emphasizes the importance of learners' psychological needs, interests, and sense of personal relevance in supporting motivation (Ryan & Deci, 2020). These perspectives suggest that instructional materials connected with students' interests and emotional experiences may have motivational value. However, these theories do not by themselves establish that a particular artist or genre will increase motivation; such claims require empirical examination in the relevant instructional context.

To examine learning motivation systematically, the present study adopts Keller's ARCS Model. The model conceptualizes motivation through four dimensions: Attention, Relevance, Confidence, and Satisfaction. Attention concerns learners' interest and curiosity; Relevance refers to the perceived connection between learning activities and learners' needs, experiences, or goals; Confidence concerns learners' expectations and beliefs about their ability to succeed; and Satisfaction concerns the positive outcomes and feelings associated with the learning experience. Unlike broad motivational perspectives, the ARCS Model provides an instructional framework for identifying and evaluating specific motivational conditions within learning environments. Keller's model was developed specifically to support the systematic analysis and design of motivational aspects of instruction and has subsequently been applied across different educational settings (Keller, 1987).

Empirical studies provide support for the motivational relevance of songs in EFL instruction. Adara & Taufik (2020), for example, reported positive effects of English songs on students' learning motivation and vocabulary acquisition. Al-Smadi (2020) similarly highlighted the potential of music to create more relaxed and engaging learning environments. Kumar et al. (2022) emphasized the role of music as a pedagogical resource that can address both linguistic and affective dimensions of language learning. More recent studies have also reported positive learner responses to songs in English instruction, including increased participation, enjoyment, perseverance, and reduced anxiety (De Roxas et al., 2024; Uswatun Hasanah et al., 2025). Within Indonesia, Rahmania et al. (2025) reported positive effects of English songs on students' motivation and academic achievement, while Yuliarini (2022) found that popular English songs supported engagement and participation in listening instruction. Taken together, these studies indicate that music is a potentially useful instructional resource, but they largely examine songs as a general category rather than focusing on the motivational contribution of a particular contemporary artist.

Research specifically addressing Rex Orange County provides an important starting point but leaves a different empirical question unanswered. Chotimah & As Sabiq (2021) examined selected songs from the *Pony* album through contextual meaning analysis and identified their pedagogical potential as authentic materials for English learning. Their study, however, analyzed song lyrics as documentary data and did not measure changes in students' learning motivation. Thus, their findings establish the potential pedagogical value of Rex Orange County's songs but do not demonstrate whether using these songs in actual EFL instruction is associated with measurable changes in students' motivation. More broadly, previous music-assisted language-learning studies have examined motivation, vocabulary, listening, participation, anxiety, and other outcomes, but comparatively limited attention has been given to the motivational effect of a specific contemporary artist within a secondary-school EFL context. Moreover, few studies have examined such motivation across the four dimensions of Keller's ARCS Model. The gap, therefore, is not simply the absence of research on songs or on Rex Orange County; it is the lack of quantitative evidence connecting the classroom use of this artist's music with multidimensional changes in EFL learning motivation.

The present study addresses this gap by examining the use of Rex Orange County's music as an instructional resource in an Islamic Senior High School in Jakarta. The focus is placed on the students' motivational response to the classroom use of contemporary English songs rather than on the artist's popularity or on the linguistic analysis of the lyrics themselves. The selection of Rex Orange County is informed by previous pedagogical analysis showing that songs from the *Pony* album contain contextual meanings and can be used as authentic English-learning materials (Chotimah & As Sabiq, 2021). The study subsequently examines whether integrating the songs into English instruction corresponds with changes in Attention, Relevance, Confidence, and Satisfaction as operationalized through the ARCS Model. This design extends previous research by moving from qualitative analysis of song content to an empirical examination of students' motivational responses in an actual instructional setting.

The study contributes to EFL research in two ways. First, it extends the literature on music-assisted language learning by examining a specific contemporary artist and by operationalizing learning motivation through the four dimensions of the ARCS Model rather than treating motivation as a single undifferentiated construct. Second, it provides empirical evidence from an Indonesian secondary-school context, thereby complementing previous studies conducted in other educational settings and those that have primarily examined the linguistic or pedagogical characteristics of songs. From a practical perspective, the findings can inform English teachers about how contemporary songs may be incorporated into classroom activities to support motivational dimensions such as attention, relevance, confidence, and satisfaction. The findings may also help teachers select song-based activities more purposefully rather than using music solely as entertainment or classroom variation.

Accordingly, this study aims to investigate whether the integration of Rex Orange County's music into English instruction significantly influences students' learning motivation at an Islamic Senior High School in Jakarta by examining changes in students' overall learning motivation and across the four ARCS dimensions of Attention, Relevance, Confidence, and Satisfaction before and after the instructional intervention. Based on the theoretical framework and previous empirical findings, the study hypothesizes that there is a statistically significant difference in students' learning motivation before and after the integration of Rex Orange County's music into English instruction (H1), while the null hypothesis (H0) states that there is no statistically significant difference in students' learning motivation before and after the intervention.

METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental method with a one-group pretest-posttest design. The design was selected to examine whether the implementation of Rex Orange County's music as an instructional medium significantly

influenced students' learning motivation before and after the treatment. Students' motivation was measured twice using the same questionnaire: before the treatment (pretest) and after the treatment (posttest). The differences between the two measurements were analyzed statistically to determine the effectiveness of the instructional intervention (Creswell, 2014). The one-group pretest-posttest design enabled the researcher to evaluate changes in students' learning motivation after exposure to music-assisted instruction while maintaining the same participants throughout the study. The research design can be illustrated as follows.

Table 1 One-Group Pretest-Posttest Research Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

Respondents

The participants of this study were 88 eleventh-grade students of an Islamic Senior High School in Jakarta. The participants were selected using purposive sampling because they met the predetermined research criteria, including enrollment in the English course during the research period and willingness to participate in all research procedures. The students represented a relatively homogeneous population in terms of age, educational background, and English learning experiences, allowing the researcher to examine changes in learning motivation after the instructional treatment.

Table 2 Participants of the Study

Description	Number
Grade	XI
Total Participants	88
Sampling Technique	Purposive Sampling
Research Design	One-Group Pretest-Posttest

Instruments

The primary research instrument was a learning motivation questionnaire developed based on Keller (1987) ARCS Motivation Model, consisting of four motivational dimensions: Attention, Relevance, Confidence, and Satisfaction. The questionnaire employed a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument consisted of 15 statements designed to measure students' learning motivation before and after the implementation of Rex Orange County's music in English learning. Prior to the main study, the instrument underwent expert judgment to establish content validity and reliability testing to ensure consistency of measurement (Aiken, 1985; Keller, 1987).

Table 3 Blueprint of the Learning Motivation Questionnaire

Variable	Indicator	Operational Definition	Item Numbers	Total
Learning Motivation	Attention	Students' ability to maintain concentration, curiosity, and interest during the English learning process through the use of music.	1,7,8,9,10	5
	Relevance	Students' perception that the learning activities and materials are meaningful, useful, and related to their needs, interests, and learning goals.	3,11,12,13,14	5
	Confidence	Students' belief in their ability to understand the learning materials, complete learning tasks successfully, and achieve positive learning outcomes.	5,6,15,16	4
	Satisfaction	Students' feeling of enjoyment, accomplishment, and positive emotional response after participating in the English learning process.	2,4	2

Instrument Validity and Reliability

Content validity was established through expert judgment involving three experts, comprising one university lecturer and two experienced English teachers. The content validity coefficient was calculated using Aiken's V, and the results indicated that all questionnaire items achieved acceptable validity values, demonstrating that the instrument adequately represented the construct of learning motivation. Following the content validity assessment, internal consistency reliability was examined using Cronbach's Alpha. The obtained coefficient exceeded the recommended threshold of 0.70, indicating that the questionnaire possessed satisfactory reliability for measuring students' learning motivation (Aiken, 1985; Saidi & Siew, 2019).

Table 4 Content Validity Results

No.	Item	Expert 1	Expert 2	Expert 3	Σs	Aiken's V
1	Item 1	3	3	4	7	0.778
2	Item 2	4	4	4	9	1.000
3	Item 3	4	4	4	9	1.000
4	Item 4	4	4	3	8	0.889
5	Item 5	4	4	4	9	1.000
6	Item 6	3	3	4	7	0.778
7	Item 7	3	4	4	8	0.889
8	Item 8	4	4	4	9	1.000
9	Item 9	3	4	3	7	0.778
10	Item 10	4	4	4	9	1.000
11	Item 11	4	4	3	8	0.889
12	Item 12	3	3	4	7	0.778
13	Item 13	4	4	3	8	0.889
14	Item 14	4	4	4	9	1.000
15	Item 15	4	4	4	9	1.000
16	Item 16	3	4	3	7	0.778

Table 5 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	Interpretation
.934	Valid

Research Procedures

The treatment was implemented over four weeks, consisting of four meetings, with one meeting per week. Each meeting lasted for 90 minutes. The treatment employed sixteen songs by Rex Orange County, namely Best Friend, Loving Is Easy, Television / So Far So Good, Happiness, Corduroy Dreams, Sunflower, Always, Keep It Up, One in a Million, It's Not the Same Anymore, Amazing, The Shade, Pluto Projector, Untitled, You've Got a Friend in Me, and 10/10. These songs were selected because they feature comprehensible pronunciation, easy-listening melodies, and positive or reflective lyrical content that were considered suitable for creating a supportive and engaging classroom atmosphere. The selection of these songs was intended to help students feel more relaxed, interested, and motivated during English learning activities while maintaining a positive learning environment. To ensure that the data collection process was conducted systematically, the research followed several sequential procedures. The stages of data collection are described as follows.

Step 1. Obtaining Permission

Before conducting the research, the researcher obtained permission from the school principal and coordinated with the English teacher regarding the research schedule, classroom implementation, and the selected participants. This stage ensured that the research was conducted in accordance with the school's academic regulations and instructional schedule.

Step 2. Administering the Pretest

Before the treatment was implemented, all participants completed a learning motivation questionnaire as the pretest. The pretest was administered to determine the

students' initial level of learning motivation before they were exposed to the music intervention. The questionnaire was administered under the same classroom conditions to ensure consistency in the measurement process.

Step 3. Treatment Session 1 (Week 1)

The first treatment session was conducted in Week 1 and lasted for approximately 90 minutes. Four songs by Rex Orange County were incorporated into the lesson: Best Friend, Loving Is Easy, Television / So Far So Good, and Happiness. The integration of music was designed based on Keller's ARCS Motivation Model, particularly to attract students' Attention, create a positive emotional learning atmosphere that supports Relevance, increase students' Confidence in completing classroom activities, and encourage Satisfaction throughout the learning process. At the beginning of the lesson, Best Friend was played while students entered the classroom, prepared their learning materials, and settled into the learning environment. During the main learning activities, Loving Is Easy and Television / So Far So Good were played as background music while students completed individual and group learning tasks. At the end of the lesson, Happiness accompanied students while they completed their learning reflection. Throughout the session, the music functioned as supportive background audio intended to reduce classroom tension, maintain students' engagement, and foster a comfortable learning environment without interrupting instructional activities.

Step 4. Treatment Session 2 (Week 2)

The second treatment session was conducted in Week 2 and lasted for approximately 90 minutes. Four songs were incorporated into the lesson: Corduroy Dreams, Sunflower, Always, and Keep It Up. Following the same instructional procedure, Corduroy Dreams was played while students prepared themselves before the lesson began. During classroom tasks, Sunflower and Always were played as background music to help maintain students' focus, concentration, and engagement. Finally, Keep It Up accompanied students while they completed their end-of-class reflection. Consistent with Keller's ARCS Motivation Model, the music was integrated to sustain students' attention, create an enjoyable classroom atmosphere, encourage active participation, and increase students' learning motivation during classroom activities.

Step 5. Treatment Session 3 (Week 3)

The third treatment session was conducted in Week 3 and lasted for approximately 90 minutes. The songs used were One in a Million, It's Not the Same Anymore, Amazing, and The Shade. One in a Million was played while students prepared for the lesson. During learning tasks, It's Not the Same Anymore and Amazing were played as background music while students worked individually or collaboratively. At the end of the lesson, The Shade was played while students completed their learning reflection. The use of background music throughout the learning process aimed to maintain students' positive emotions, reduce boredom during task completion, and support a motivating classroom environment that aligns with the Attention, Relevance, Confidence, and Satisfaction components of Keller's ARCS Motivation Model.

Step 6. Treatment Session 4 (Week 4)

The fourth treatment session was conducted in Week 4 and lasted for approximately 90 minutes. Four songs were incorporated into the lesson: Pluto Projector, Untitled, You've Got a Friend in Me, and 10/10. At the beginning of the lesson, Pluto Projector was played while students prepared for learning activities. During the completion of classroom assignments, Untitled and You've Got a Friend in Me served as background music. Finally, 10/10 accompanied students while they completed their final learning reflection. The same treatment procedure was maintained to ensure consistency across all four treatment sessions. The integration of music throughout the instructional process was intended to support students' motivation by creating a relaxed learning atmosphere, enhancing classroom engagement, and promoting positive learning experiences in accordance with Keller's ARCS Motivation Model.

Step 7. Administering the Posttest

After all four treatment sessions had been completed, the same learning motivation questionnaire was administered as the posttest. The posttest measured students' learning motivation after participating in the four-week music intervention. The questionnaire was administered under the same classroom conditions as the pretest to ensure consistency and enable an accurate comparison between the pretest and posttest scores.

Step 8. Data Analysis

After all questionnaires had been collected, the responses were coded and entered into IBM SPSS Statistics Version 26 for analysis. Descriptive statistics were used to summarize the data, while inferential statistical analysis was conducted to determine whether there was a significant difference between students' pretest and posttest learning motivation scores. Since the data were analyzed using a one-group pretest-posttest design, the statistical results were interpreted to determine the effectiveness of the music intervention in enhancing students' learning motivation. The findings were then used to answer the research question and test the research hypothesis.

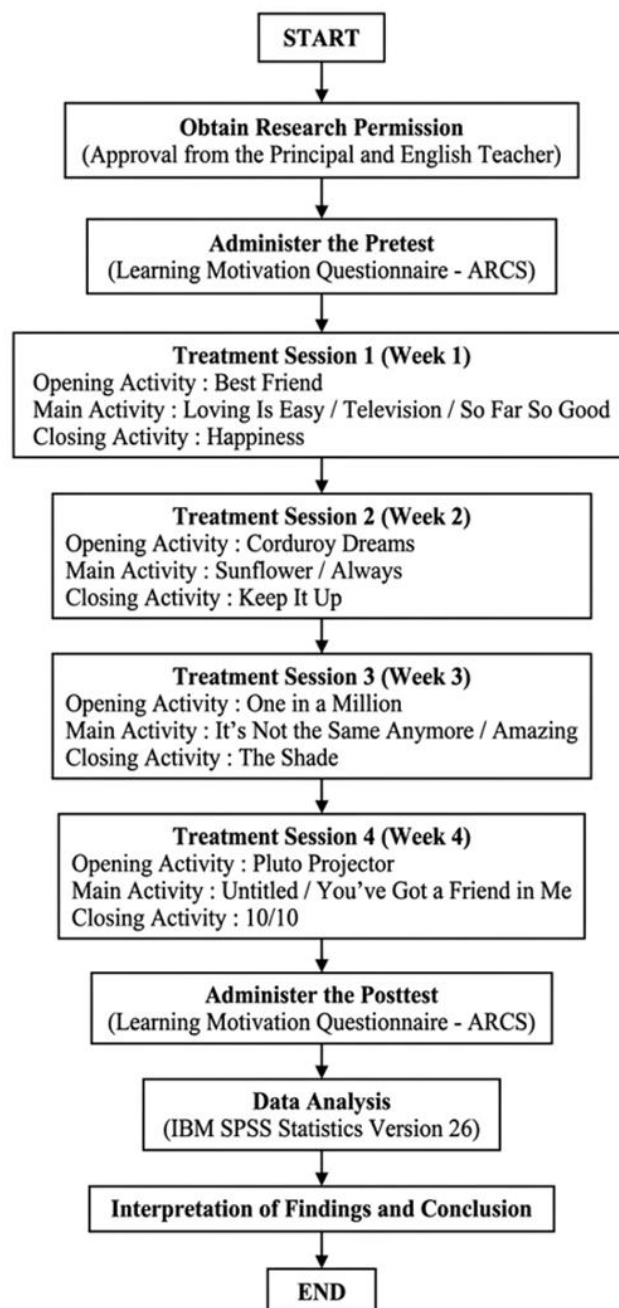


Figure 1. Research Procedure

Data Analysis

The collected data were analyzed using IBM SPSS Statistics version 26. Descriptive statistics were first employed to summarize students' learning motivation scores, including the mean, standard deviation, minimum score, and maximum score. The Shapiro-Wilk test was subsequently conducted to examine the normality of the data distribution. Because the posttest data were not normally distributed, the Wilcoxon Signed-Rank Test was employed to determine whether significant differences existed between pretest and posttest scores. In addition, effect size analysis was calculated to determine the practical magnitude of the treatment, while the Normalized Gain (N-Gain) score was used to evaluate the level of improvement in students' learning motivation following the intervention (Field, 2018).

FINDINGS AND DISCUSSION

Descriptive Statistics

Descriptive statistics were conducted to provide an overview of students' learning motivation before and after the implementation of Rex Orange County's music in English learning. The analysis included the number of participants, minimum and maximum scores, mean scores, and standard deviations for both pretest and posttest.

Table 6. Descriptive Statistics of Students' Learning Motivation

Variable	N	Mean	SD	Minimum	Maximum
Pretest	88	56.56	8.800	29	80
Posttest	88	64.67	9.406	32	80

As presented in Table 6, the posttest mean score was higher than the pretest mean score, indicating an overall improvement in students' learning motivation after the implementation of Rex Orange County's music. The increase in the mean score suggests that integrating contemporary English songs into classroom instruction positively influenced students' motivation toward English learning. This descriptive finding provides preliminary evidence that the instructional intervention contributed to more engaging and meaningful learning experiences. However, inferential statistical analysis was required to determine whether the observed improvement was statistically significant.

Normality Test

Prior to hypothesis testing, the Shapiro-Wilk test was conducted to examine whether the data were normally distributed.

Table 7 Shapiro-Wilk Normality Test

Variable	Sig.	Interpretation
Pretest	0.100	Not Normal
Posttest	0.014	Not Normal

Based on the results of the normality test, the pre-test and post-test data were found to be not normally distributed because the significance values obtained from the Shapiro-Wilk test were less than 0.05. the Wilcoxon Signed-Rank Test was selected as the appropriate non-parametric statistical test to compare students' learning motivation before and after the treatment (Field, 2018).

Wilcoxon Signed-Rank Test

To determine whether the implementation of Rex Orange County's music significantly influenced students' learning motivation, a Wilcoxon Signed-Rank Test was performed.

Table 8. Wilcoxon Signed-Rank Test Result

Test	Z	p-value	Decision
Pretest-Posttest	-5.281	< .001	Significant Difference

The Wilcoxon Signed-Rank Test revealed a statistically significant difference between students' pretest and posttest motivation scores ($Z = -5.281$, $p < .001$). Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. These findings indicate that the implementation of Rex Orange County's music significantly improved students' learning motivation in English learning.

The statistical significance demonstrates that the increase in students' motivation was unlikely to have occurred by chance. Rather, it suggests that the music-based instructional activities contributed positively to students' motivation throughout the learning process.

Students' Learning Motivation Based on Keller's ARCS Model

To identify which motivational components experienced the greatest improvement, students' motivation was analyzed according to Keller's ARCS Model.

Table 9. Improvement of Learning Motivation Based on ARCS Dimensions

Dimension	Δ Score
Attention	0.5523
Relevance	0.5409
Confidence	0.4773
Satisfaction	0.3693

As shown in Table 9, all four motivational dimensions demonstrated positive improvement following the instructional treatment. Among them, Attention showed the greatest increase ($\Delta = 0.5523$), followed by Relevance ($\Delta = 0.5409$), Confidence ($\Delta = 0.4773$), and Satisfaction ($\Delta = 0.3693$). The substantial increase in the Attention dimension suggests that Rex Orange County's music successfully attracted students' curiosity and maintained their engagement throughout English learning activities. Likewise, the improvement in Relevance indicates that students perceived the learning materials as more meaningful and connected to their personal interests. Although Confidence and Satisfaction also increased, the magnitude of improvement was comparatively lower, suggesting that students required longer exposure to develop stronger self-confidence and sustained satisfaction in English learning.

Effect Size

Statistical significance alone does not indicate the practical importance of an intervention. Therefore, an effect size analysis was conducted to evaluate the magnitude of the treatment effect.

Table 10 Effect Size

Effect Size (r)	Interpretation
0.62	Large Effect

The calculated effect size ($r = 0.62$) indicated a large practical effect according to Cohen (1988) interpretation. This finding suggests that the implementation of Rex Orange County's music had not only statistical significance but also substantial educational significance. In practical terms, the intervention produced a meaningful improvement in students' learning motivation and may therefore be considered an effective instructional strategy for English classrooms.

Discussion

The findings of this study demonstrate that integrating Rex Orange County's music into English instruction significantly enhanced students' learning motivation. This result is consistent with Krashen (1985) Affective Filter Hypothesis, which argues that positive emotional conditions facilitate language acquisition. Through enjoyable classroom experiences, students experienced lower anxiety and greater willingness to participate, thereby creating more favorable conditions for English learning.

The significant improvement observed across all ARCS dimensions further supports Keller (1987) motivational framework. The highest increase occurred in the Attention dimension, indicating that music effectively captured students' interest at the beginning of the lesson and sustained their engagement throughout learning activities. Songs with authentic pronunciation, moderate tempo, and relatable themes provided stimulating learning experiences that reduced classroom monotony.

The improvement in Relevance suggests that students perceived English learning as more meaningful because the songs reflected topics closely related to adolescents' daily lives. According to Self-Determination Theory (Ryan & Deci, 2020), learning activities aligned with students' interests promote intrinsic motivation, encouraging learners to participate voluntarily rather than merely fulfilling classroom requirements.

Although Confidence and Satisfaction also increased, their improvements were relatively smaller than those of Attention and Relevance. This pattern may indicate that confidence and satisfaction develop gradually through repeated successful learning experiences rather than through a single instructional intervention. Nevertheless, the positive changes observed across all four ARCS dimensions demonstrate that music-based instruction positively influenced multiple aspects of students' learning motivation.

The present findings corroborate previous studies reporting the positive contribution of music to English language learning. Adara & Taufik (2020) found that English songs increased students' motivation and vocabulary acquisition, while Rahman et al. (2025) reported significant improvements in both learning motivation and academic achievement. Similarly, Yuliarini (2022) concluded that popular English songs enhanced classroom engagement and listening performance. The present study extends these findings by providing quantitative evidence that the music of a specific contemporary artist Rex Orange County can significantly improve students' learning motivation when evaluated using Keller's ARCS Model. Furthermore, unlike previous studies that focused primarily on songs in general, this research demonstrates the pedagogical value of selecting music based on its linguistic and motivational characteristics rather than its commercial popularity.

CONCLUSIONS

This study concludes that integrating Rex Orange County's music into English instruction was associated with significant improvements in students' learning motivation at an Islamic Senior High School in Jakarta. The Wilcoxon Signed-Rank Test indicated a significant difference between pretest and posttest motivation scores ($Z = -5.281$, $p < .001$), with a large effect size ($r = .62$), and improvements across all four dimensions of Keller's ARCS Model, particularly Attention. These findings suggest that contemporary English songs can support students' attention, relevance, confidence, and satisfaction in EFL learning. The study contributes theoretically by applying the ARCS framework to contemporary music-assisted language learning and practically by suggesting activities such as lyric analysis, vocabulary exploration, listening practice, and guided discussion. However, the one-group pretest-posttest design, single-school context, and focus on one artist limit generalizability and causal interpretation. Future research should use controlled designs, broader contexts, and comparisons across artists or genres.

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