

## APPENDICES

### Appendix 1 Translation

No.	Surah/Verse	Translation	
		English	Indonesian
1	وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ	When the Quran is recited, listen to it attentively and be silent, so you may be shown mercy.	Dan apabila dibacakan Al-Qur'an, maka dengarkanlah dan diamlah, agar kamu mendapat rahmat.

### Appendix 2: Classroom observation guidelines

#### Teacher's Use of Songs

Observation Item	Yes	No	Notes
The song is intentionally integrated into the lesson plan	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher explains the lyrics before/during/after the song activity	<input type="checkbox"/>	<input type="checkbox"/>	
The song is used for a clear pedagogical purpose (e.g., vocabulary, grammar, listening)	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher connects the song to the current topic/theme of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	

#### Student Engagement and Emotional Response

Observation Item	Yes	No	Notes
Students appear to enjoy the song activity (smiling, laughing, singing along)	<input type="checkbox"/>	<input type="checkbox"/>	
The majority of students actively participate in the activity	<input type="checkbox"/>	<input type="checkbox"/>	
Students show relaxed, comfortable behavior during the song activity	<input type="checkbox"/>	<input type="checkbox"/>	
The song stimulates peer interaction (e.g., discussion, question-response)	<input type="checkbox"/>	<input type="checkbox"/>	

### Teaching Atmosphere and Strategy

Observation Item	Yes	No	Notes
The classroom atmosphere becomes more positive and less rigid	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher uses cheerful or expressive body language during the song application	<input type="checkbox"/>	<input type="checkbox"/>	
Students are encouraged to be creative (e.g., create new lyrics or gestures)	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher provides positive reinforcement related to the song activity	<input type="checkbox"/>	<input type="checkbox"/>	

### Language Use and Interaction

Observation Item	Yes	No	Notes
English is used during instruction and classroom management throughout the activity	<input type="checkbox"/>	<input type="checkbox"/>	
The song contains appropriate vocabulary/grammar for students' level	<input type="checkbox"/>	<input type="checkbox"/>	
Students use English in responding to or discussing the song	<input type="checkbox"/>	<input type="checkbox"/>	

### Appendix 3: Teachers Narratives

Interview Question	Participants' Response	
	Teacher 1	Teacher 2
How were your experiences in teaching English with song?	<p>"I taught English early in 2001 and for then, I frequently uses song in my teaching. At first, my main goal was to make the classroom more fun and engaging. I realized that if I only used traditional methods, students would get bored easily. So, I decided to try using songs to break the routine and create a more enjoyable learning atmosphere. When I saw how much more involved and interested the students became, I knew this was a method worth continuing."</p>	<p>"I have taught English with song more than 15 years, but throughout teaching I face different goals and challenges in incorporating song to lesson. At first, the song method is only for students to get new words. Suprisingly, the students were engaged with enthusiast after getting song in the lesson. Over time, I noticed that songs also made students more enthusiastic and willing to participate in class. Seeing how songs could increase their motivation made me even more confident to keep using them in my lessons."</p>
Can you share a significant moment when you first realized the potential of using songs to teach English in your classroom?	<p>"Maybe for the first reason why I apply English songs in English class Because I want to make the situation in my class different, more interesting, not boring and I tried to use English songs, but at that time because maybe, the level of my English proficiency was limited. So maybe I just asked them to fill in the blank of the lyrics use. And I think this is the easiest because students just listen to the word and try to write in English."</p>	<p>"Yes, the students' enthusiasm towards the song was high. They liked the method and material from the beginning. When teaching through a song, I explain concepts using music.</p> <p>The significant moment when I used a song by the singer, for example, Sorry, I forget about the singer. American singer. Looks like Christina Aguilera, for example, and then Rihanna. For this student, not too familiar. Oh, they're not familiar. Because Christina Aguilera, Rihanna, Shakira, for example. This era is from</p>

		<p>me, not from the millennial or Gen Z like that. So sir, where is the singer? How about the song? Because of the song, different tastes of the student. Oh my god, I have to take the updated song, I think.</p> <p>For example, I take from Ariana Grande, yes, Ariana Grande, Taylor Swift, the students more enjoy it. It's, I think, significant for me. Because I have to choose not every song suitable for the student. Christina Aguilera, Shakira, Britney. It's for me, but not for them. Because of that, I think before, Christina Aguilera is so soulful, the listen to easier for me. I think to the student it will be easy too. The fact the students interested in different songs.</p> <p>I think it's significant because I have to choose, I have to manage, I have to make the rule again for the, for example, the first time fill in the blank, for example, and then repeat after the song. For example, the student depends on the song of the era, I think. Okay, so when they find a song that in their taste in their generation, they such as Ariana Grande and other musicians. So you think that when these songs were played in your classroom, it can engage students. Yes, of</p>
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		course, very supportive of the lesson because enjoy we can sing together and make them happy to listen because sometimes the student wants to speak but lazy to listen. We get that sometimes.”
<p>In the classroom:</p> <p>a. How do you typically integrate songs into your English language lessons, and what specific objectives do you aim to achieve through this approach?</p>	<p>“When I use songs in my English class, I try to connect them to the materials in the class for example, if There is a topic about, for example, I ask students to find the verb in the lyrics or maybe the topic of talking about objective in comparison, I ask students to find objective in the lyrics. I often ask my students to find part of Which one is noun, which one is objective, and which one is both.”</p>	<p>“So, I can apply about the song, I can make the correlation between material and the song, but for me, back to their taste. I have to choose for example, today I wanna give present tense for example, Present tense. And then I have to choose the song for the 100% I think impossible. But at least more than 50% in this lyric have to present tense. So I can apply about the song, I can make the correlation between material and the song”</p>
<p>b. Could you describe a song that holds personal significance to you and explain how you have incorporated it into your teaching practice?</p>	<p>“Okay, actually when I choose a song to send to be delivered in class, I think it is often not connected to my personal likeness but when I think this song is good, interesting, and can be delivered by my students, and can be sung I will choose that song.”</p> <p>“Maybe in the past, I've ever used “I have a dream” from Westlife.”</p>	<p>“I ever teach them about the Rehana Diamonds. Diamonds. Yes. So, the aim or the goals of the lesson, the students have to be able to pronounce. Oh, they have to be able to pronounce the lyrics about the song because in Rihhana Diamonds, the lyrics are so many repeated. Yeah, lots of repetition. So, finally they get it. Sunlight, Mama Lemon. It's okay for you, it's okay. But the</p>

	<p>Researcher: “Do you have any specific reason why you chose pop songs?”</p> <p>“Mostly I choose pop songs because I think that song is familiar with my students. And it is fun to be sung and one of the points is I try to practice my students to sing a linking word. Because in many English songs, there are many linking words.”</p>	<p>first time, I will forgive you for example. So next, the second chance, you have to listen. Because for the first time, so difficult to understand it completely. Like you said, bright light. Brightness. And then sunrise. Oh, yes. Sunlight. Sometimes just a simple question. But for me, what is the difference between sunlight and sunrise? Even so simple, but as a teacher we have to recognize that. Yes, it's about the example of the song. So, there are lots of ways to organize that you would like to fix, because it is usually when I teach speaking skills, I have to flow and see. And then for this, I think, it's about the song so many functions. I believe it's not just about listening, but also speaking.”</p>
c. Can you narrate a memorable instance where a particular song sparked high levels of student engagement and enthusiasm for learning English?	<p>“Maybe when I gave a song, “Girls Like You” from Maaron 5. That song for “linking words” A little bit difficult but my students can sing that song correctly.”</p> <p>“Maybe because they tried hard to pronounce well the lyrics of the song. Because before they sing that song, we tried together to pronounce the linking words.”</p>	<p>“I focus on whether students enjoy the class and feel engaged when using songs. For example, I played Taylor Swift because many students know her and enjoy her music. I can see that students are excited and eager to discuss the song. Sometimes, I organize the class into groups like boys and girls and the girls usually lead. The boys participate and follow, and this makes the class more lively. The song's strength and relevance depend on our</p>

		goals. If we want to teach students about gender or whether they understand the topic, we need to consider how comfortable they feel, especially when their English isn't perfect. The goal is to get good results without making students uncomfortable. So, teachers should do their best to help students understand what they are doing. When they do, the results will be good."
<p>Challenges and Solutions:</p> <p>a. What challenges have you faced when incorporating songs into your lessons, and how have you overcome or addressed these challenges effectively?</p> <p>b. Does choosing songs that are popular with students affect</p>	<p>"Okay, the challenge of giving English song in my English class the first one is because they are not confident to sing that song. Because when I give them English song in my class, they are not only able to pronounce but they should be able to sing that song too."</p> <p>"Besides, maybe they are not confident and maybe they seldom use the word of the lyrics. So, they think the word is new. Because the word is new. So, they try to remember, and they try to pronounce the word correctly."</p> <p>"Honestly, when I choose the song, I often choose the song. Not because my students like that song. I</p>	<p>"Okay, the challenge is similar to what I mentioned before. Every song is different, especially across different eras. So, I need to keep updating my knowledge about music, especially to follow the current trends. I feel that it's not difficult, but I just need to be careful with the songs I choose. I have to make sure the songs are appropriate for my students. So, I try to understand what they like and what they are familiar with, so I can pick songs they enjoy."</p> <p>"Honestly, I don't listen to all the songs, but I want to be able to talk about the songs my students like, like BTS, for example. I want to honestly</p>

<p>the way you are teaching?</p>	<p>choose that song because I think it's my personal reason I think that song is interesting That song is good but when I give to my students, they feel fun, And I think they like that song.”</p> <p>Researcher: “So, is it true that You think that popular songs do not really play a role in their learning process? Maybe popular songs.”</p> <p>“Maybe can, it can be chosen in my English class but mostly I choose not only popular songs to be my material in my English class when I give English songs.”</p>	<p>say I listen to their music and understand it. I want to be able to share that with my students. I believe that this way, I can connect better with them and make the learning experience more meaningful.”</p> <p>Researcher: “So, is it true that You think that popular songs do not really play a role in their learning process? Maybe popular songs.</p> <p>“I consider to use it”</p>
<p>Outcomes and Innovations:</p> <p>a. Reflecting on your experiences, how do you believe using songs has influenced your students' language acquisition and overall learning outcomes?</p>	<p>“For students' vocabulary numbers I think it will be It can impact to my students' vocabulary numbers and also to my students' pronunciation.”</p> <p>“It is one of the best ways, Because of that, I still use until now.”</p>	<p>“Okay, I believe it because mastering English involves many ways, especially with songs. When students enjoy the songs, they feel comfortable and enthusiastic about learning. I want to show them that learning English can be fun.</p> <p>So, I believe that if teachers use songs correctly, students will enjoy learning and be able to support their statements more easily. Songs can also be shared with other teachers to</p>



<p>b. Have there been instances where you had to adapt your approach to using songs based on student feedback or changing classroom dynamics? Could you share one such experience?</p>	<p>“When I give my students songs In my English class. I seldom change the song I seldom change the song When I give maybe one song To my students And That song can work well in my class.”</p> <p>Researcher: “Do you have any experience Where the songs do not work well in your class?”</p> <p>“I think never, never.”</p>	<p>help make language learning more effective.”</p> <p>“N/A”</p>
<p>c. How do you gather feedback from students regarding the effectiveness of using songs in their English language learning journey, and how do you use this feedback to enhance your teaching practice?</p>	<p>“When I ask my students about the feedback of using songs in my class Maybe Their response, their response mostly Related to New word, New word and Pronunciation and also because they have new word and it means They have more vocabulary in English.”</p> <p>Researcher: “How about after Teaching with songs? Do you usually Use written test or anything to measure your students' Understanding?”</p> <p>“For written test, maybe When I give the exercise by Filling the blank lyric but Mostly I give spoken</p>	<p>“Okay, for example like that, some students usually request, Sir, next meeting, Brian Adam or Jessie J, okay. So, I get something like agreement to them. Okay, next I will give the song from Jessie J and Brian Adam, but the feedback is you have to be more enthusiastic.</p> <p>It looks like independent lesson. Okay, because if I just demand about the song the student Sometimes lazy the song is You are like not for me like”</p>

	<p>question Spoken question</p> <p>For my students For example When I play The song First And for the second time I will pause For some lyrics And I ask students To mention Which one, Which one is noun Which one is verb, Which one is adjective.”</p>	
<p>Closing</p> <p>a. In conclusion, could you summarize the essence of your experience in teaching English with songs in a few words or a short anecdote that encapsulates its significance to you as an educator?</p> <p>b. Would you mind giving suggestion to motivate other teacher to start using song as a method in English teaching?</p>	<p>“Teaching English with song can make English class more interesting Besides Learning new words in English Students also Can have fun. And for the students Who like singing Maybe they can explore Their talents in singing English songs.”</p> <p>“I suggest to keep using song in English class because in the lyrics of the song, there There are many, many, many materials that we can be related with class material.</p> <p>So, using English songs is so beneficial, useful, I think it's very useful, not only for teacher, but also for student. because we can get relaxed in the class by using some activities.</p> <p>The class is not always too formal for students.</p>	<p>“Okay. For the summarize, for example, looks like a question. The song very helping to teach English. Because enjoy, comfortable, and then the And this is, we can progress significantly from the song. Because what.”</p> <p>“Okay. For the suggestion, yes, every teacher, as long as you want to try whatever the song, you have to take it.</p> <p>Because if you never try, you never know what the response is. You never know about enthusiasm or not. So you have to try. Like I said, my experience, because I wrongly choose the song.</p> <p>Like I said, in my era, we had singers like Christina Aguilera and others, so it's difficult to</p>

	<p>Sometimes we need something informal. Although it is something informal, but it can give a big contribution in the following student English proficiency.”</p>	<p>explain to students now. But if we try using many songs, many genres, and many singers, the results will be better. Using songs should be enjoyable, and every teacher should make sure to use enjoyable strategies so that students can stay engaged in the teaching and learning process.”</p>
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Interview Question	Participant's Response	
	Teacher 1	Teacher 2
<p>Motivational Influence:</p> <p>a. How do you perceive the role of motivation in using songs to teach English?</p>	<p>“My motivation in using English song in my class because in 2013 curriculum there is topic about songs but in Merdeka curriculum there is no, but I keep using song English song I mean in my class. because sometimes, sometimes the class needs more fun and the class need not too informal, and I need my student get relaxed, getting relaxed in my class so So I choose song to give them relax in learning English.”</p> <p>Researcher: “So do you find this method is successful in teaching to students?”</p>	<p>“My motivation? Yes. Of course, back to our purpose to be a teacher. I want to teach the student the best way, the best result. So, I have to look for about the method that suitable with my students Because different students' different method. Different teacher, different method. I think like that. So, I have to master it. And I have to know about my ability to. I have to know about my skill to teach them. I think back to our goals, be a teacher. Yes. So the motivation is how to make sure the best way to teach the student in the most enjoyable way and teaching with song surely completed my way of teaching to fulfill</p>

	<p>“For developping vocabularies, I think it gives contribution in improving students' vocabulary numbers. So, I will try to maximize this method. I mean method using English song in class. So, when they can improve or develop their vocabulary number and also pronunciation. So, it can make their skill in English in class getting better.”</p>	<p>the enjoyment to my students.”</p>
<p>b. Can you share a specific example of a time when you noticed increased student engagement through the use of English songs in your lessons?</p>	<p>“It's talking about the alumni. Some of the alumni said that because of giving a song in the class, they know the song they know more vocabulary and it's time for them to improve their pronunciation but it's the alumni says.</p> <p>Because in in this school only me as English teacher okay so they said that it was their first time having English song in class, but I don't know when they continued to senior high school whether the teacher used English or not.</p> <p>As long as my experience I'm giving English song in my class, not only in my class, but I also give them in extracurricular activities.</p>	<p>“I think the significant moment happened when I taught in Grade 7. I think it is significant because not every elementary school has English as a subject.</p> <p>So, when I teach in Grade 7, I have to make the students enjoy it. Like, "Oh my God, English is so fun!" or "Oh my God, English is so enjoyable!" I never find a clear example about that, but I realize I have to show that English is fun. So by using songs, I think that is one way to do it.</p> <p>Okay, so you can say that before junior high school, their elementary schools don't have English. So in some cases, I see the students' reactions and</p>

<p>c. How does incorporating songs in your teaching practice align with your intrinsic motivation as an English educator?</p>	<p>So, they feel enjoyable, they feel fun and happy I think, singing songs.”</p> <p>“I think yes. Why did I say that? Because we always try to do something that makes me happy teaching. And also, my students are happy in studying. and I think you sing English song one of the ways in developing my student English. Not only me like singing. Some of my students also, I mean not all of them, some of them like singing too. So, why we don't try to use song method or song technique? to make the class more interesting studying or learning while enjoying ourselves.””</p> <p>Researcher: “do you think teaching with songs can be one of the one of the reason the teaching is fun?”</p> <p>“One of the reasons because in in making English class more interesting and more fun Actually there are many ways but one of them to make to make class more fun and more interesting is using English song.”</p>	<p>how they think English is fun when I use songs.”</p> <p>“I think, in my opinion, song influenced the mood. So, because I like song, I like to sing the song, I can handle my student better on who will be enjoying about this. so, the motivation will be up in natural.</p> <p>For example, I play a Westlife song like “My Love”. Yes. I play half of the song, then I stop it, and I continue later. And the students are like, “Oh my God! Can you sing this song?” Yes even if my voice is not good, I still do it. So the students will feel, “I want to do that too!”</p> <p>Oh, okay. I can do it. Why? Because sometimes, students feel proud when they can sing in English. They feel like, “Oh, I’m clever at this. I’m smart at this.”</p> <p>Even if it’s just a song—as long as the pronunciation is correct—they can say, “Oh, I understand!” Yes. I think like that, so the motivation will naturally go up.”</p>
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<p>integrating music into language instruction? If so, how has this impacted your approach to teaching English with songs?</p>		
<p>c. In what ways do you seek to continuously improve your skills in using songs as a pedagogical tool in the English classroom?</p>	<p>“I always try to use different activities when I use songs in my class. For example, for the first time, maybe I focus on vocabulary. but the next time not only focus on the vocabulary maybe I will try to relate it with grammar according to the topic in the class and besides vocabulary, grammar and I have ever given my student using one word in the lyric, but they should make sentence openly.”</p> <p>Researcher: “Do you think it is hard to do so?”</p> <p>“Sometimes my students get difficult to get engaged in my class, but I always try to make it simpler. As long as I use songs in my class, depends on the activity. For example, I ever give my student activities to find the second form of the verb in the lyric second poem it</p>	<p>“Of course, by using songs in teaching. Okay, for example, like I said, when I play a song, I have to master the song. I have to know the meaning, and I have to know the pronunciation.</p> <p>So, when I understand the correct pronunciation of the song, I can repeat it by myself. Because in the process, I don't just listen—I also produce it again, like the singer. So the students will believe in me. Our teacher is good. The teacher is confident, so the students believe in the teacher. Because yes, like us if the lecturer doesn't make us believe, we're not too enthusiastic about the lecture. I think like that. Yeah, that's it. Kinda relates to me too.”</p>

	<p>means the topic simple past tense okay or maybe i ask my student to find the third poem the third poem it means the topic about uh perfect yeah present perfect time and i ever give my student to find to find adjective it means the topic talking about adjective degree comparison so I always try to relate the word and the lyric or the lyric of the song with my material in my class.”</p>	
<p><b>Learning Outcomes</b></p> <p>a. Can you share a specific instance where you observed notable improvements in students' language proficiency or cultural understanding because of incorporating songs into your lessons?</p>	<p>“Okay maybe when I ask my students making sentence, but in written or maybe spoken with. And it's something amazing. I think it is something that make me surprised that they could make something. They were still in nine grades, when I find my student make me sentence like that. So, it made me surprised that using song can develop m students better. And that is one of the reasons I keep using song in my class.”</p> <p>Researcher: “Have you ever considered about giving the students more cultural understanding of other culture?”</p>	<p>“So, when I taught seventh grade, I have to make them enjoy it. I want them to feel, ‘Oh my God, English is so fun!’ or ‘Oh my God, English is so enjoyable!’ I never focus only on the facts or content. I feel I have to present English as something fun. So, by using songs, I think that’s one way I can make that happen.</p> <p>This specific moment happens when I teach songs to the students. After one week or one month, I give them a song test. Every student has to sing a song for me. They can choose the song and the genre—it's up to them. I just focus on fluency and good pronunciation. So the students will search for a song, and usually, I give them one week</p>



	<p>“When I choose song to be delivered in my class, I always try to be selective, to be selective, to choose the video. because it should be suitable with our culture for example, I ever want to give Justin Bieber in my class but when I watch the video, it is not suitable for my students to be watched, so I canceled using that song.”</p>	<p>to prepare and choose. It's not just about giving them enough time, but during class, I randomly call two or three students to sing. Then I give them a score based on their performance. I give this kind of attention because I want to see their improvement. Yes, through this spoken test—because it's not just singing, but also fluency and pronunciation.”</p>
<p>b. How do you measure the effectiveness of using songs in teaching English, and what indicators do you look for in assessing student learning outcomes?</p>	<p>“Measure. How I measure my student profession sheet when I give them English song in class. I give them some exercises. Exercises to measure their proficiency from the simpler to the more complicated. For example, the simpler, they only write. For example, for the first one, I don't give them the lyrics, just listen. So, I ask them to write down about the vocabulary that they know, and they know the meaning. It's the simpler one. So, when I want to give them higher, higher, higher complications or higher difficulty. so maybe after listening the word in the lyric for example I relate it to verb so maybe when they listen the song they will they will be a word maybe apply for example so when the topic</p>	<p>“Indicators usually depend on the material. Why do I say that? Because the song has to follow the material—not the material follow the song. For example, in Grade 7, if the material is about writing a letter or introducing family, then I use a song that matches that topic. For example, if the song is about introducing oneself, like “I am Annie, I am 13 years old,” it helps students describe themselves. It's similar to what they learn in Indonesian language class in grades 1 and 2—like “Saya Ani”—so the song can include numbers and personal information, and they can also present themselves. So, the indicators depend on the material, and we can measure them by giving students challenges.”</p>

	<p>is simple past tense I will ask them to change into the second form so when they know the changes it means, yeah, they are good in grammar.</p> <p>I use rubric. I have a simple rubric. For example, if my student gets blah, blah, blah, the score is 10 to 50, like that.</p> <p>When my students get more than blah blah blah, so their score is 60 to 80. So actually, I make a simple rubric”</p>	
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<p>Challenges and Solutions:</p> <p>a. What challenges have you encountered when integrating songs into your English lessons, and how have you addressed or overcome these obstacles?</p>	<p>“Maybe for personal reasons, I should be in good mood first in delivering the song in the class. And when I have good mood to deliver in class, and I hope my student having good mood too.</p> <p>Sometimes I have good mood, my students don't have good mood. So, it's the difficulty, I think. I want to try to enjoy the class, but my students maybe feel less enjoyable. It's the problem”</p> <p>Researcher: “If this is the hardest situation when you are not in a good mood and your student is not in a good</p>	<p>“Okay. The challenge, I think, is that when I teach using songs, it's a challenge for both the teacher and the students. I have to look for a slower tempo of music, especially for beginners. That's one challenge for the students. And I also have my own challenge as a teacher: I need to understand the students' condition. At first, it can feel very hard—not impossible, but hard. I might feel unsure about it, but I still have to overcome it. Why? Because in this teaching process, even if my voice isn't good, I still have to sing. I do that to help the students, to make the process easier, and to heal those doubts. If I don't overcome it, I'll think,</p>
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<p>b. How do you adapt your song selection and teaching approach to cater to the diverse learning styles and preferences of your students?</p>	<p>mood, how do you overcome this?"</p> <p>"I try to give the simple Only the simple activities. Maybe to reduce the activities."</p> <p>"When I choose the song, it means I make some consideration first before developing in the class. So, the consideration is the level. For example, for 7th graders, I choose a song like this.</p> <p>For eighth graders, songs like this.</p> <p>For ninth graders, songs like this. But mostly, I choose songs not to fast. The song is not to fast and not too slow.</p> <p>In my class not only old songs but new songs too. It depends on if it is suitable or not to be delivered in the class. There is no problem, old song or new song."</p>	<p>"Oh my God, my voice is so bad, so I can't give an example." But the important point is not about my voice, it's about helping them listen to pronunciation. So I have to tell them clearly: you don't need to focus on my voice, but on how the words are pronounced."</p> <p>"Okay. I have two other things to say about using songs. Of course, like I said before, I have to pay attention to the students' condition. I have to make sure about their readiness, their tests, their enthusiasm—and in general, what they like. I have to adapt the song to fit that.</p> <p>I have to make sure the lesson plan matches my actions. I think it's easier that way because the lesson plan works like a guide or rule when I choose a song. The material has to connect with the song, and the song should follow the material, not the other way around. So, everything should be based on the lesson plan. Of course. Students' abilities, motivations, and skills are different. For example, when choosing a song, I pay attention to the tempo, some songs are very fast, some are very slow. So, I try to choose something in the middle. I want to make the students feel comfortable and happy, so I pick a song with a beat they can follow."</p>
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<p>c. How do you navigate the balance between intrinsic motivation and external factors when using songs to teach English?</p>	<p>“For 2013 curriculum Because we have student worksheet in class and also textbooks. In the current curriculum, the activities related to song included teaching is limited. The activities in student worksheet and textbook just to find the meaning of the word, translate, just to translate the word and the lyrics. So, because there are limited activities for students, I tried to add or maybe to develop the exercises</p> <p>And also, students give their ideas about the message of the staff. So, because there are limited activities for students, I try to add or maybe to develop the exercises.</p> <p>So not only the students know the meaning, not only the students know the message of the song, but also it can be connected with all material in English.”</p>	<p>“Honestly, in the syllabus, songs are only clearly mentioned in eighth grade. For seventh and ninth grades, there's almost nothing about songs. So, it depends on me as the teacher to create the learning experience. When it comes to managing time, it depends on the teacher. For instance, today I want to teach about adverbs of frequency in a seventh-grade class. As a brainstorming activity, it's okay to use a song. We can sing together, and it helps build the habit of listening and learning in a fun way.”</p>
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## Appendix 4: SK Seminar Proposal



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.fbk.iain-antasari.ac.id](http://www.fbk.iain-antasari.ac.id)

**SURAT KETERANGAN**

Nomor: B-499/Un.14/III.1.f/PP.00.9/09/2024

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Iqbal Zulkifli  
N I M : 210101030298  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Pulau Alalak Rt 07.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“TEACHER’S MOTIVATION TO CONTINUE USING ENGLISH SONG IN  
TEACHING ENGLISH: A NARRATIVE STUDY.”**

Pada Hari/Tanggal : Kamis, 06 Juni 2024  
Tempat : Ruang 1.24

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 02 September 2024

Ketua,



Alifah Linda Sari

## Appendix 5: Research Permission Letter


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN**  
**FAKULTAS TARIYAH DAN KEGURUAN**  
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235  
 Telepon: (0511) 3265426; (0511) 6783136  
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

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Nomor : B- 1712 /Un.14/III.1/PP.00.9/11/2024  
 Sifat : Penting  
 Lampiran : 1 (Satu) Berkas  
 Hal : Mohon Izin Riset

05 November 2024

Yth. Kepala MTS Noor Auni Banjarmasin  
Kota Banjarmasin

*Assalamu'alaikum Wr.Wb*

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Iqbal Zulkifli  
 NIM : 210101030298  
 Program Studi : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : pulau alalak rt 07 nomor 66  
 No HP : 087817011937


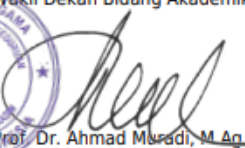
Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb*








Banjarmasin, 05 November 2024

Wakil Dekan Bidang Akademik dan Kelembagaan,


  
 Prof. Dr. Ahmad Mursidi, M. Ag.  
 NIP 197808082005011006

Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan

### Appendix 6: Consultation Notes

Dates	Result of Consultation	Signature
21 November 2015	Chapter I to III consultation To continue research	
12 December 2021	Research consultation in determining Teacher	
13 February 2015	Research Narrative analysis	
10 April 2015	Chapter IV revisions and Theoretical review	
17 April 2015	Chapter IV and V revisions	
23 May 2015	Chapter revisions to conclusion	
26 May 2015	Approval	

## CURRICULUM VITAE

1. Full Name : Iqbal Zulkifli
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4. Nationality : Indonesia
5. Address : Desa Pulau Alalak RT 07 Nomor 66
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  - a. Waiters (floor) at Pochajjang Korean BBQ
  - b. Staff at PT. Wilson Lautan Karet
9. Academic Achievement :
  - a. Finalist of Global Ugrad Exchange Program 2022

Banjarmasin, June 5<sup>th</sup>, 2025



Iqbal Zulkifli