

ABSTRACT

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Keywords: Songs, Teacher Motivation, Teaching Experience, Challenges, Narrative, Enjoyment.

This study aimed in finding out the reasons of English teachers to persistently use song in teaching based on their experiences. A qualitative study method focused on narrative inquiry was applied. Teachers of two different junior high schools in Banjarmasin were chosen as the participants through criterion-based purposive sampling. The data were collected through in-depth interviews. Observation were made to support the findings. The results showed that the teachers have intrinsic motivation to continue using songs as media in teaching. The intrinsic motivation came from within themselves where they found enjoyment in teaching while got increased self confidence and the realization from their students' improved engagement in class and their students' improved proficiency in English. Moreover, the motivations also came from the ease of song media application from both in technical use and simplicity from lack of training in its application. The researcher recommends teachers to try using song as media more frequently in teaching to find enjoyment for the teachers and to get better engagement and improved learning results for the students.

ABSTRAK

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Kata Kunci: Lagu, Motivasi Guru, Pengalaman Mengajar, Tantangan, Naratif, Kesenangan.

Penelitian ini bertujuan untuk mengetahui alasan guru bahasa Inggris yang menggunakan lagu secara terus-menerus dalam pengajaran berdasarkan pengalaman pribadi mereka. Penelitian ini menggunakan metode kualitatif dengan pendekatan *narrative inquiry*. Dua orang guru bahasa Inggris dari dua sekolah menengah pertama berbeda di Banjarmasin dipilih sebagai partisipan melalui teknik *purposive sampling* berbasis kriteria. Data dikumpulkan melalui wawancara mendalam dan didukung dengan observasi kelas. Hasil penelitian menunjukkan bahwa para guru memiliki motivasi intrinsik untuk terus menggunakan lagu sebagai media dalam pengajaran. Motivasi tersebut berasal dari rasa senang dalam mengajar, peningkatan kepercayaan diri, serta menyadari peningkatan minat belajar dan kemampuan bahasa Inggris siswa mereka. Selain itu, penggunaan lagu juga dianggap sederhana dan praktis karena tidak memerlukan pelatihan khusus serta minim hambatan teknis. Berdasarkan temuan ini, peneliti merekomendasikan agar guru mencoba lebih sering menerapkan penggunaan lagu dalam kelas untuk menciptakan lingkungan belajar yang menyenangkan dan menarik minat dalam pembelajaran baik bagi guru maupun siswa.