

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

Song, in general, requires intensive listening to find meanings behind its melody and lyrics. The emphasis on meaningful and attentive listening is also reflected in Islamic teaching found in Q.S Al-A'raf Verse 204. This verse highlights the importance of not merely hearing but truly listening with intention and presence. Classical scholars interpret the command in this verse as a spiritual discipline: to pause, quiet the self, and absorb what is being conveyed to receive deeper understanding and mercy. In an educational context, this principle can also be extended to how students engage with spoken language. When students are invited to listen actively, especially to something emotionally and linguistically rich like a song, they are more likely to internalize both the sound and the meaning of the words.

Song is one of the most effective teaching media to create an engaging classroom environment. As a teaching media, songs provide more than just joy, it offers authentic, repetitive, and emotionally engaging input. In English classrooms, songs can lower anxiety, increase student enthusiasm, and make learning feel more relatable and enjoyable. The rhythm, repetition, and

emotional resonance in songs allows learners to participate more confidently while improving their vocabulary and pronunciation proficiency.

While the benefits of using songs in language teaching are well recognized, the motivation behind teachers' consistent use of songs as a teaching medium deserves further exploration. Teachers are not only the educators but also decision-makers who choose strategies which align with their teaching goals, beliefs, and emotional connection with their students. Understanding their reasons for using songs despite possible challenges such as song selection, student preferences, or technical limitations offers valuable insight into how teachers build and maintain engaging learning environments.

To gain a deeper understanding of this motivation, it is important to examine the experiences of teachers. Personal experience often provides the clearest reflection of why a method continues to be used in a classroom. Through exploring the teachers' narratives, researchers can access the emotional and pedagogical motives behind their choices, beyond what can be seen through outcomes alone. This study focuses on the teacher's point of view, providing space for their voices to be heard and their stories to explain how and why they integrate songs into their teaching practices.

## **B. Definition of Key Terms**

To prevent confusion or misunderstanding, the definitions of the terms used in the thesis are included in this section. The key terms explained below give further limitation and dimension important to this study.

### **1. Motivation**

In educational psychology, motivation is one of the psychological concepts that is studied the most (Koenka, 2020). The motivation of teachers in this study is limited to the reasons of why teachers continue to use of song in teaching English.

### **2. Experience**

Acquired practical knowledge, expertise, or experience through firsthand observation of or involvement in specific events or activities. The experience includes teacher significant moment in both acknowledgment of students' proficiency and students' engagement improvement after applying song in the classroom, their intrinsic reasons and any experiences that shapes it, and the challenges they encounter in teaching english with song after long years of teaching.

### **3. Challenges**

The difficulties are not limited only to technical problems, but also in choosing the perfect song with appropriate meaning to classroom. The difficulties include incorporating songs into lessons, choosing appropriate songs, the cultural sensitivity towards students, and time management.

### **4. Song in classroom**

Song acts as a part of classroom media to support English language learning. The song in the classroom does not cover the use of instrumental music, local-language songs, or music used solely for entertainment without instructional purpose. The english song acts as a media in this study.

### **C. Research Questions**

In this research, the researcher has posed the following three research questions. The research questions are the main pillars in order to conduct this study.

1. How are teacher's experiences in teaching English with the use of song?
2. What are the motivations of teacher to keep teaching English with the use of song?
3. What are the challenges encountered by teacher in his experience of teaching English with the use of song?

#### **D. Objectives of Study**

The followings are the objectives of this study. The objectives of study unwrap the main objectives to conduct this study

1. To find out the experiences of teacher in teaching English with the use of song.
2. To find out the motivations of teacher to continue teaching English with the use of song
3. To find out the challenges encountered by teacher in his experience of teaching English with the use of song.

#### **E. Significance of Study**

The result of this research makes sure to provide the following significances. The significance of study shows how well this study fits in the field of this research.

1. For English teachers are to find out feedback or input further information, can find out what and how to understand the difficulties students have been taught with English song also to find motivation in teaching English with the use of song.
2. For the writer, to enrich the writer's knowledge and experiences in the specific research especially in teaching English with the use of song.