

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Teacher's Experiences in Teaching with Song**

Both teachers' personal narratives demonstrate how songs were introduced, applied, and evaluated within their teaching experiences. The use of song helped create an engaging environment that supported not only students' language development but also teacher satisfaction and adaptability in instructional strategies.

Both teachers shared that they had begun using songs early in their teaching careers, with Teacher 1 incorporating songs since 2001. Teacher 2, while not mentioning the exact year, explained that he had also used songs for over 15 years, initially aiming to help students improve vocabulary in enjoyable ways. These findings align with the view of Clandinin (2006) that personal and professional teaching practices are shaped by lived experiences. The longevity and consistency of using song in the classroom show that their choice is not temporary but rooted in meaningful experiences that form part of their teaching identity.

##### **1. Integrating Song into the Lesson**

Both teachers explained how they integrate songs into their teaching. Teacher 1 usually plays the song twice, pausing during the second play to ask students to identify parts of speech. This direct engagement with the song's

lyrics helped students learn grammar and vocabulary. Teacher 2 also selects songs according to the topic of the day or the language skills he wants to emphasize, making sure that the lyrics match the content and are clear in pronunciation.

Murphey (2013) stated that songs are adaptable tools in language instruction and can be matched with various learning objectives. Medina (1993) further emphasized that well-chosen songs improve comprehension and motivation by providing meaningful context. Songs serve as comprehensible input slightly above learners' current level, encouraging acquisition in a low-anxiety environment.

## **2. Significant Moment in Teaching English with Song**

### **a. Moments in Realizing Students' Improvement**

One significant moment came when Teacher 1 was surprised by the students' ability to make meaningful sentences after learning with songs. Teacher 2 noted that the students became more enthusiastic during lessons with songs, especially when he used popular tracks.

*"I was surprised that using song can develop my students better. They were still in nine grades and made sentences like that"* Teacher 1 Shared.

*“The students were engaged and happy. They enjoyed the lesson when I used a song by an American singer”* Teacher 2 Shared.

These instances reflect Murphey (2013) whose emphasize on the affective power of music, helping studens feel emotionally connected and more confident in producing language. Music stimulates motivation and attention, which contributes to both improved engagement and proficiency.

b. Moments Where Teachers Get students’ responses

Teacher 1 shared that alumni had told him their vocabulary and pronunciation had improved because of song-based lessons. Teacher 2 described how his students would request songs for future classes, which he interpreted as enthusiasm and feedback for his teaching method.

These moments illustrate the role of feedback in shaping motivation and affirming teaching decisions. Nation and Webb (2011) stated that repeated exposure to words in authentic contexts such as songs supports vocabulary acquisition and grammatical understanding. Meanwhile, Mah (2015) also highlights how student enthusiasm is a valid indicator of lesson effectiveness and motivation. This shows that song provides better enthusiasm of students in learning which can even provide motivation.

## **B. The Motivation of Teacher to Continue using song**

Teachers ,based on the narratives, demonstrate consistent motivation to use songs in English teaching due to their impact on classroom atmosphere, student engagement, and personal teaching fulfillment. Motivation emerged not only from observable outcomes, such as students' improved participation and comprehension, but also from the teachers' emotional connection to the use of song as media. These motivational sources, including internal satisfaction, self-confidence, and ease of implementation, strongly contribute to their sustained use of music in instruction.

### **1. Joy in Teaching with Song**

Teacher 1 and Teacher 2 both expressed that their desire to use songs is rooted in the joy they experience when seeing students actively participate and feel relaxed during the lesson. Teacher 1 mentioned that standard curricula often disengage students, while Teacher 2 said he enjoys teaching more when the class feels enjoyable and collaborative.

This internal drive reflects Self-Determination Theory (Schunk & DiBenedetto, 2021), which argues that intrinsic motivation grows when teachers feel a sense of autonomy, competence, and connection. This is supported by Boström et al. (2023), who found that perceived student success strengthens teacher engagement and commitment.

*“I want them to feel like ‘Oh my God, English is so fun!’ That’s what I want”* Teacher 2 Shared.

## **2. Self Confidence Increases**

Teacher 2 note that song-based teaching helped him become more confident in singing in front of others, which was once outside of his comfort zone. Likewise, Teacher 1 stated that with song, his pronunciation and grammar awareness improves, making him feel more capable in his own English proficiency.

Teaching with songs contributed to the teachers’ own language development and public confidence, reflecting reciprocal growth between teacher and student. These experiences align with Farrell (2015), who emphasized that reflection and practice within classrooms contribute significantly to teacher development and identity.

## **3. Training for Song in Classroom**

Neither participant attend formal professional development related to the use of song in English education. Despite this, both were able to design song-based lessons successfully. Their success shows that song as media is accessible and does not require extensive training.

Despite the lack of formal training, both teachers used songs effectively, showing that song-based methods are accessible and practical for English instruction. This confirms the claim by Şevik, (2011) that the use of song is a practical strategy that can be used in EFL classrooms with minimal preparation.

*“I never joined training about using song in English class.”* Teacher 1 Shared.

#### **4. The Realization of Students’ Improvement**

Both teachers continued using songs after witnessing the language development of their students. Teacher 1 explained that students who engaged with songs remembered more vocabulary and practiced pronunciation in natural contexts. Teacher 2 noticed a rise in enthusiasm and fluency when students participated in singing activities.

*“Because when they were singing, they directly pronounce the words, and that can make their pronunciation get better”* Teacher 1 Shared.

These observations support the findings of Misa (2024) and Setyaningsih (2016), which confirm that repetitive lyrics and melody support both vocabulary retention and pronunciation accuracy. Thus, it shows that

recognizing improvement in students' vocabulary and pronunciation reinforced the teachers' motivation, validating the instructional value of song as media.

## **5. Media of Ease**

The teachers reported that the use of song as media simplified their lesson planning and created more enjoyable classes with less stress. They explained that integrating music into their lessons was not only fun but also effortless and compatible with available classroom tools.

Songs were viewed as an easy-to-use medium that fosters both enjoyment and language learning, making them a sustainable tool in everyday classroom teaching. This view is approved by Irlina (2023), who stated in her study that creative methods such as music lead to higher student engagement and can be implemented easily, even without formal training.

*“By using song, the class becomes more relaxed. It’s useful not only for students but also for us as teachers”* Teacher 1 Shared.

## **C. Challenges of Using Song in Classroom**

Despite the benefits, several challenges emerged in the implementation of song-based methods. These difficulties included students' lack of confidence, complications in selecting suitable songs, and emotional variability among both

students and teachers. Nevertheless, the teachers' persistence indicates a strong belief in the value of song as media and their ability to adapt to these challenges.

### **1. The Confidence of Students**

*“Sometimes I have good mood, my students don’t have good mood. So I give them only the simple activities”* Teacher 1 Shared.

Teacher 1 pointed out that while students generally enjoyed music, many were shy about singing aloud in class. This reluctance sometimes limited the effectiveness of the activity. To overcome this, he chose simple lyrics or reduced the performance aspect of the lesson when necessary.

Students’ hesitation to sing in class presented challenges that teachers managed through simplified tasks and supportive environments, emphasizing the need for emotional safety. These challenges highlight the need for a psychologically safe environment, as discussed by Fonseca-Mora and Machancoses (2016), who emphasized the importance of lowering anxiety to support language learning through music.



## **2. Song Selection**

Both teachers acknowledged the challenge of adapting their lesson to the music preferences of their students, which often differed from their own. Song selection is not only about choosing a popular tune but also involves balancing pedagogical relevance with student engagement.

### **a. Adapting to the Level of Students**

Both teachers emphasized that song selection had to be tailored based on grade level and proficiency. Teacher 1 selected slower and simpler songs for younger students and slightly more complex ones for older students. Teacher 2 focused on tempo and vocabulary level to ensure students could follow the lyrics without frustration. Song selection required careful adjustment based on students' proficiency, reinforcing the importance of differentiated instruction.

### **b. Adapting to the Music Taste of Students**

Teacher 1 and Teacher 2 acknowledged the differences in musical preferences between themselves and their students. They resolved this by accepting song requests, reviewing lyrics for suitability, and adapting choices to ensure cultural appropriateness.

*“I have to update my knowledge about the music especially to follow the taste of Gen Z”* Teacher 2 Shared.

Furthermore, these actions demonstrate the application of culturally responsive teaching practices. Ladson-Billings (2014) explain that students’ cultural references are incorporated to promote better engagement. Teachers balanced their preferences with students’ song requests, showing responsiveness to learners’ cultural context while maintaining pedagogical goals.

### **3. Mood Management**

#### **a. The Effects of Teacher’s Mood**

Teacher 1 explained that his effectiveness in using song-based lessons depended on his emotional readiness. When feeling unmotivated or emotionally low, he simplified class activities or avoided song-based teaching altogether.

Then, the mood of teacher 1 influenced his teaching delivery, underlining the emotional labor involved in music-based pedagogy. This highlights the significance of emotional presence, as discussed by Palmer (2000), who described teaching as an act involving the whole self.

*“Maybe for personal reasons, I should be in good mood first in delivering the song in the class”* Teacher 1 Shared.

b. Students’ Mood

Although not deeply elaborated, Teacher 1 recognized that students’ mood also affected the outcome of a song-based activity. When students were disengaged, he adjusted the lesson accordingly to maintain a productive classroom environment.

Inada (2022) supports this by emphasizing the correlation between positive mood and effective classroom learning, especially when using music. The mood of students affects the engagement resulted in song activities, requiring teachers to be emotionally adaptive and flexible in classroom management.

*“Sometimes I have good mood, my students don’t have good mood”*  
Teacher 1 Shared.

#### **D. OBSERVATION BY THE RESEARCHER**

During the observations, it is found that both teachers consistently integrated songs into their English lessons, just as they described. The activities observed included playing English songs related to the lesson, asking students to sing along, and using the lyrics as a basis for vocabulary. The classroom

atmosphere was noticeably lively and engaging, with students actively participating, and showing enthusiasm throughout the lesson. These behaviors reflect the teachers' claims that songs help create a fun and emotionally supportive environment that motivates students to learn.

Moreover, the observations confirmed that the use of songs promoted more student interaction and reduced anxiety in the classroom. Instead of passive listening, students were involved in group discussions about the song lyrics and were encouraged to express their understanding in English. The teachers were seen managing the class with confidence and creativity, adjusting the song materials based on students' reactions and comprehension levels. This is aligned with their stated experiences in the interviews in which of their belief that using songs not only benefits students' language development but also enhances their own teaching experience. Thus, the observational data strongly supports the consistency between what the teachers reported and what took place in the classroom.