

Using Pop Song to Improve Vocabulary Skills in Higher Education

Daviq Rizal, Laila Intan Ali

Universitas Islam Negeri Walisongo Semarang, Indonesia

Abstract

The use of pop songs for the purpose of language learning has proved to be an efficient unique method which encourages the students in higher education level to expand their lexicon. This study examine the contribution of pop songs on the students' vocabulary development and retention of new words through active engagement and contextual acquisition. Using qualitative descriptive method, data were gathered from a population of active students in university between the age of 17 and 25 years. The respondents indicated that due to the deploying of pop songs, it was easier to understand how the words which were hard to explain would be used in practice. The results support the view that the use of pop songs as part of vocabulary instruction not only achieves the desired objectives but also motivates learners and creates a lively classroom atmosphere. It is argued that inclusion of music based strategies in the higher education programme will add value to vocabulary acquisition and provide opportunities for the students to practice language in context.

Keywords: Vocabulary, Song, Pop song.

1. Introduction

English is the first international language, and it is used as a medium of communication in some aspects such as education, technology, commerce, entertainment, politics, tourism, and many more (Hendrawaty, 2019). In Indonesia, English as a foreign language has a prominent role in an international communication, especially in the frame of improving a competition force among nations (Andriani, 2016). English has four skills (reading, listening, writing, and speaking) that have to be mastered by the students (Setiawan, 2019). One problem found in Indonesia in relation to English language learning is regarding vocabulary. With the status of English as a foreign language, English teaching and learning process is limited in terms of the amount of time and input exposure (Lestari & Hardiyanti, 2020). Vocabulary has a very important role in gaining the success of language learning. Vocabulary can support the development of the four basic skills: reading, listening speaking, and writing. It can be said that each of the four language skills requires the mastery of vocabulary (Kayyis, 2015). Listening Vocabulary is a set of words that usually used by someone to communicate with each other. English itself has an important role to link people from various countries in the world to interact, communicate, convey ideas, and cooperate (Wilar et al., 2022). In recent times, the incorporation of music into educational settings has gained popularity, especially in the realm of language learning. In Indonesia, English is a foreign language. In order to converse in English, students must become more familiar with its terminology. Picking up new English words or vocabulary is usually a struggle for many adults. In the present digital era, there are many platforms and tools to help these adults learning new words. Listening to music is one of them. Songs are everywhere and they are part of people's everyday life. It is found in every culture (Azmin Md Zamin et al., 2020). Using English pop songs is one way to increase students' vocabulary capacity (Nurdin et al., 2023). Pop songs have been researched as an innovative and effective tool in enhancing vocabulary acquisition in language learning. Songs have an important role in the development of children learning a second language. It also can be considered a valuable pedagogical tool particularly to help learners improve vocabulary mastery (Rohmah & Indah, 2021). This method shall make language acquisition entertaining for the students by using music's captivating and memorable qualities. Among the various musical genres, pop songs have become a favored resource for improving vocabulary skills among learners. This method is backed by an increasing amount of research that demonstrates how English pop songs can facilitate vocabulary acquisition and enhance overall language proficiency. In addition to

* Laila Intan Ali

E-mail address: lailaintan1122@gmail.com

grammar, spelling, and pronunciation, vocabulary is one of the components of English that supports language proficiency in speaking, writing, listening, and reading. Before moving on to other elements, students should first understand their vocabulary. Once the students acquire a solid vocabulary, they will be able to readily construct both written and spoken phrases. Conversely, if they are lacking in language, they will struggle to express their ideas, including their opinions, to others. Using English songs in the classroom is one way to help kids' vocabulary grow. The purpose of this essay is to describe how English songs are used to teach vocabulary to kids.

Music and songs have always had a significant role in people's lives, from children, teenagers, to mothers who sing lullabies for their children. The song itself can animate emotions and represent one's feelings when words cannot be spoken (Rohmah & Indah, 2021). Music has long been acknowledged as a potent tool for education. Its rhythmic and melodic qualities can support memory retention and make learning more enjoyable. In the context of language learning, songs offer contextual examples of vocabulary in action, enabling learners to interact with new words in a relevant manner. The auditory aspect of music also improves listening abilities and pronunciation, both essential elements of mastering a language. As highlighted by (Wardiman et al., 2022) students who listened to English songs experienced notable advancements in their listening skills, pronunciation, vocabulary, and grammar.

The benefits of teaching second languages in an ESL classroom setting at an early learning stage through songs with well-known melodies (Zhanget al., 2023). Many students have difficulty understanding what is being said during class, especially when it comes to understanding pembicara. This is because they have a limited ability to communicate their understanding. Using music in class can increase students' attention spans. Using music as a medium can be a useful strategy to encourage students to study and improve themselves (Yuliarini, 2022). It works well to employ videos in descriptive text writing classes. However, the degree of efficacy could be impacted by an abrupt change in the treatment's route of delivery and adaption. The shift from in-person to virtual meetings has an impact on students and teachers' preparedness in addition to the available resources. The use of online learning presents a number of challenges for educators and learners alike, including access and internet connection limitations, student location, funding for internet usage, ongoing support for the LMS being utilized, and, of course, the level of digital literacy among educators and learners (Maru et al., 2020). Incorporating pop songs into vocabulary instruction offers a promising pathway to enhance language learning outcomes. The reviewed studies indicate that music supports vocabulary acquisition and boosts engagement and motivation among learners. As educators seek innovative strategies to improve language proficiency, integrating pop songs into curricula could prove to be an effective approach for achieving these objectives.

The flexibility of pop songs allows for numerous applications in language teaching. For instance, studied the effects of English Islamic pop songs on first-year Indonesian students' vocabulary size. Their research indicated an improvement in vocabulary size; however, they suggested further exploration into different genres and artists' contributions to language learning. The impact of song-based English instructional interventions on second language vocabulary acquisition was examined through effect size analysis. Listening to English music significantly improves L2 vocabulary acquisition, such as the article's publishing status, song genre, control type, instructional duration, education level, and learners' L1 and provide English teachers greater confidence to use songs as an additional teaching method to help their students learn vocabulary in their second language (Murphy Odo, 2022). Future studies should, however, make an effort to openly adhere to best practices in study design while considering crucial elements like the speed at which songs are presented and the musical backgrounds of teachers and students. Example of authentic listening materials is listening to a song to learn more about well-known bands that sing in English. In common, songs always follow us at home, at school, at the office, at cars, and so on. So, we can directly listen to the song and also be interested to learn the value of language in it (Afriyuninda & Oktaviani, 2021).

Researcher choose this topic because this discuss is interesting. Music as a tool to improve vocabulary skill not only interesting, it is also make learning process is fun. We can enjoy the the learning process with vibing situation. Music is created to capture the hearts of listeners with emotional and situational contexts that can make it easier to understand the meaning of words. In addition, songs are usually repetitive, that is, they repeat words over and over again. This allows the listener to hear them over and over again, and strengthens memory and understanding of vocabulary. The purpose of this research is to describe how English songs are used to teach vocabulary to higher education students. This introduction will delve into the importance of using pop songs for vocabulary teaching, referencing multiple studies that illustrate their effectiveness for language learners. Future research should continue to build on these insights

by examining different musical genres and their effects on diverse student groups, ensuring that this method remains relevant and effective in a constantly evolving educational landscape.

2. Research Method and Materials

This study employed a qualitative descriptive design to analyze how pop songs can improve vocabulary skills. The focus will, therefore, be geared toward the experience and perception of the students regarding the effectiveness of the pop songs as a tool for learning. Moreover, the qualitative descriptive design will allow in-depth insights in the way pop songs offer means to facilitate vocabulary acquisition. Such a design allows the creation of a detailed, rich description of the participants' perception and experiences. This involves 50 students attending a higher education institution as the participants. Respondents will be selected through purposive sampling so that they will have varying levels of familiarity with both English vocabulary and pop music. This would require the use of a questionnaire and sent via google form in order to know how pop songs can help in improving the vocabulary skills among participants. This study will probably show that using pop songs is perceived as an enjoyable and fairly effective way to improve one's vocabulary skills among students. These insights can be used to help educators develop innovative strategies in teaching, which uses popular culture in language learning and raises students' motivation and engagement in acquiring new vocabulary. The questionnaire was conducted by providing a google form to get personal insights about using pop songs to improve vocabulary skills. The questions focused on their perceptions regarding whether pop songs improve vocabulary skills, is using pop songs an effective method to improve vocabulary skills, suggestions for improvement, and can it help in daily communication. This research method aims to assess how pop songs can help someone improve their vocabulary skills with the lyrics they contain.

This research collected with 30 female participations, and 20 male participations, which is female is the dominant in this research participant. The questionnaire containing question about increased vocabulary skills in participants, the results indicated that a majority of respondents were pleased with the method, the level of use ranging from 'sometimes' to 'often'. This study involved participants aged 17-25 years, with English proficiency levels of beginner, intermediate, and advanced. With a percentage of beginners 46%, intermediate 48% and advanced 6%. This means that in this study, participants who have beginner to intermediate levels are more dominant.

This study, therefore, uses this qualitative descriptive methodology with a view to generating valid findings that indicate the probable utility of using pop songs in language teaching within higher education. This research will identify that pop song effective to improve vocabulary skill in higher education with questionnaire with question and answer in strongly agree to strongly disagree from participant.

3. Results and Discussion

This study have done with questioning the participant and have analyzed the result of how pop song improve vocabulary skill. According to the questionnaire that researcher used, the most participant learn about new vocabulary through listening like podcasts, music, and, videos, or film, and etc. With this way, 66% participant using listening as a way to learn new vocabulary. It's mean that the most participant is the right sample to this study. Besides that, the other participants, 20% learn vocabulary through reading books, 12% through speaking in a conversation and discussion way, and only 2% who is learn new vocabulary through writing. According to the findings, learn new vocabulary through listening is the most used now. which will explain more specifically about music as a tool to improve vocabulary.

Using pop songs has improved my vocabulary skills.

50 jawaban

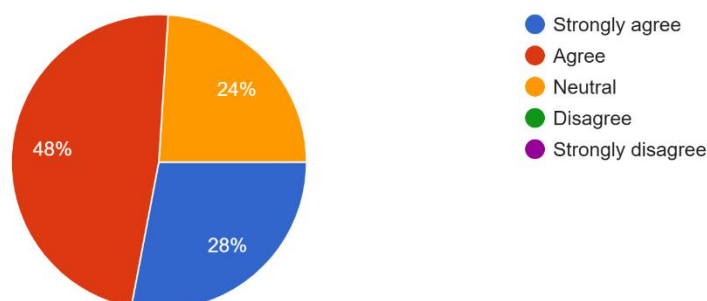


Diagram 1
Pop songs has improved vocabulary skills

The next question shows that participants 52% frequently use songs or music to learn new vocabulary, and 46% occasionally, and 2% that is rarely. And 80% of the participants agree that music is effective to learning vocabulary, and the 20% of participants choose neutral, that means they are agree but also disagree. The majority of participants, 52%, used songs or music very frequently in order to help with memorizing new words. This would suggest that the majority of pupils both find music useful in assisting their learning and/or it is enjoyable, a very strong preference for its use being held by them. About half of the respondents (46%) appreciated the usefulness of music in learning new words. However, this means that they do not consider music as their first and most effective pedagogical tool when studying. Some of them may be too cautious and will require more motivation or resources to make music a core aspect of their learning process. Only 2% of the respondents reported seldom using music to help them learn new words. It may simply mean that students have a preference for other teaching strategies, or they are not informed about the benefits that music has on language learning. Gaining knowledge of the causes for this low usage may help in identifying possible obstacles to students integrating music into their study routines. An overwhelming difference, 80% of participants argue that music is a useful aid while learning vocabulary. Such an agreement has been endorsed in the educational works as it is argued that they make learners remember better such songs and lyrics raise their levels of interest in the content and learning activities. Participants might think that songs are useful in supporting better recall of words as the emotional aspect and repetition of words in the lyrics enhances recall. The rest 20% who chose a neutral position portray the marginal opinion towards the claim under investigation concerning the role of music on vocabulary acquisition. They might appreciate some advantages of doing oral practices with music but because of their past experience or understanding of music, a general level of positive effect is missing. Their neutrality fit into the requirement for more investigations in their understanding of the not so active participants in the interactions in the classroom situations, including their educational or music informative background.

66% agree that pop songs can provide useful vocabulary for everyday communication. 66% of those polled concur that pop music lyrics may be an effective way to learn the language, which illustrates also the importance of music in the development of practical language skills. That's because usually, songs made with a word that used in non-formal

communication. Not only in daily communication, pop songs can provide new vocabulary about contemporary culture, trends, and social issues. Because of listening pop music, there's memorability of lyrics that can add some new vocabularies. Most respondents mention that pop songs help them with a vocabulary expansion and therefore show good results of how music affects the learning of languages. Participants' recognition of their enhanced vocabulary skills suggests a straight-line correlation to their utilization of the pop songs in question and language advancement. This simply means using music in their learning processes has been a fruitful strategy for enhancing their vocabulary learning.

Learning vocabulary through pop songs is better than traditional vocabulary exercises
50 jawaban

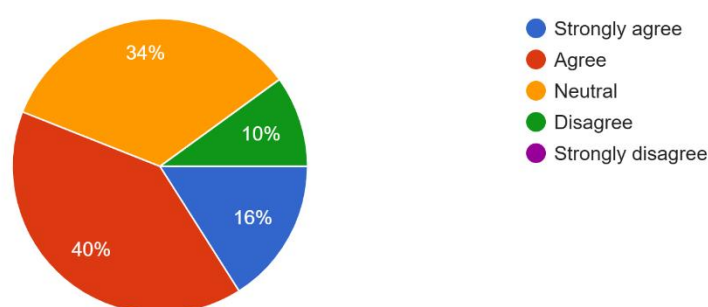


Diagram 2
Learning vocabulary through pop songs is better than traditional vocabulary exercises

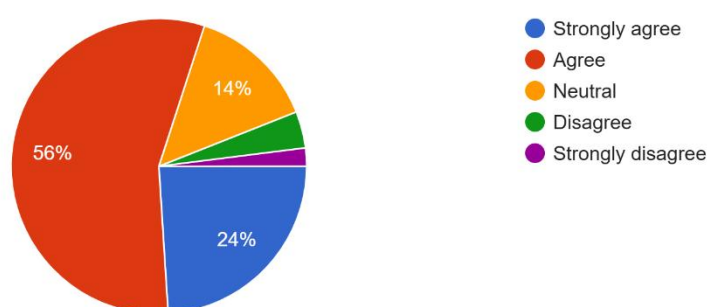
In this study also provide that is it true that learning vocabulary through pop songs is better than traditional vocabulary. 56% of participants thinks that they are agree with this statement. 34% choose neutral, and 10% of participants disagree. The finding that 56% of participants agree that learning vocabulary through pop songs is better than traditional vocabulary methods points toward a significant shift in perceptions regarding effective language acquisition strategies. First and foremost, one of the glaring reasons why respondents would prefer pop songs over other means is the built-in entertainment and engagement it brings along. Traditional methods of learning vocabulary involve rote memorization and repetitive drills, which may easily become tedious and disengaging. Pop songs make learning very enjoyable and interactive; hence, it is easy to motivate and attract students to study. Pop songs usually carry vocabulary in contexts that learners can easily relate to, thus showing them how the words are used in real life. This is unlike the traditional method of teaching, in which there could be a focus on isolated lists of words or their definitions without examples of usage in context. Learners may enjoy the fact that pop songs make them realize not only the meaning of words but also how to use them naturally in a dialogue. Pop songs often reflect current cultural trends, idioms, and social problems; thus, the vocabulary learners may acquire from songs is more related to their lives. This would also help the student retain the new words and use them in real life more easily as they hear similar language in their daily lives. The melodic nature and repetition of the songs help retain the memory. Participants are likely to remember the vocabulary they learned with catchy tunes and rhythms more than what they may have done with traditional means of memorization. This musical dimension makes the learning of vocabulary a pleasurable activity, rather than a chore. Learning through

popular songs might encourage social activities like choir singing or even the sharing of lyrics with friends. This sort of interactivity boosts motivation in ways the more usual approaches—which are isolating—don't. A neutral stance taken by 34% of the participants may reveal ambivalence toward the effectiveness of pop songs compared to the traditional method. The respondents may be quite aware of some advantages in using songs but, at the same time, value the traditional methods because of the structure or their efficiency in other contexts. This will be worth further investigation in this group, for example, to solicit more qualitative feedback regarding their learning process. Those 10% who do not agree with the statement may prefer the old ways of doing things, either because of familiarity or because they have worked in learners' own experiences. They may argue that traditional approaches provide clearer structures for vocabulary acquisition or better prepare them for formal assessments where music is not utilized.

Pop songs provide useful context for learning difficult words. Findings collectively point out that pop songs are an effective context for learning challenging vocabulary because they make vocabulary acquisition entertaining, memorable, and relevant to everyday communication. The incorporation of music into language education enables educators to extend students' mastery of challenging vocabulary within a positive and motivating learning environment. It does not only facilitate mastery over challenging words but also readies the learners to real-life language use out of the classroom, which is highly informal.

I would recommend using pop songs to others for vocabulary learning

50 jawaban



Diagram

Recommendation using pop songs for vocabulary learning

Overall, using pop songs to improve vocabulary skill is effective. using pop songs to others for vocabulary learning also recommended. The practice of singing pop songs is highly productive, of great appeal to many learners, since listening to pop songs is easy so the students enjoy the process which in turn can increase motivation. According to evidence, including music in university lessons helps students actively engage which may have a positive effect on the process of learning. If students are more interested in pop songs, they should be able to see how the vocabulary included in pop songs can be used in context (Azab, 2023). This exposure helps learners understand how difficult words function in sentences and social contexts which makes it possible for them to remember and use these words in appropriate contexts. The casual language used in the songs brings concepts of common speech into linguistic classrooms, closing the distance between the learning process in school and real life. Learners also have an advantage in vocabulary learning

as children memorize the text of songs by repeating them. As pupils listen to songs several times, they hear the same words many times in the songs and this assists in their memory. This consequently, enables the learner to easily acquire new words and their contexts efficiently. Since pop songs are relevant to culture, they are also relevant to social contexts so learners receive target vocabulary that they will likely meet in real life. These ties allow the learners to cultivate the process of learning, making it more genuine and relatable to their lives (Borisai & Dennis, 2016).

The result of using pop song to improve vocabulary skills in higher education is approved. Using pop songs can improve vocabulary skills. Not only for learning, it also can used in daily communication. Some people agree that use pop songs is better than traditional way.

Numerous studies have explored how pop songs influence vocabulary mastery among students from various backgrounds. For example, (Tilwani et al., 2022) investigated Indonesian undergraduate students and discovered that listening to English pop songs significantly boosted their vocabulary and other language skills. Similarly, (Setiawan, 2019) compared first-semester students who were taught with pop songs to those who were not, finding that the experimental group had higher post-test scores, indicating a clear benefit in vocabulary mastery. You can rely on songs to aid with vocabulary recall and to pique your enthusiasm in learning English. Singing along to songs can help you learn vocabulary in English and fulfill the goal of using English as a communication tool (Sari et al., 2019)

Further supporting these findings, (Ilinawati & Dharma, 2019) showed that English songs effectively enhanced vocabulary among first-semester students at STKIP Persada Khatulistiwa Sintang. Their qualitative research involved observation sheets and tests, resulting in an average score improvement that emphasized the value of engaging teaching methods in the classroom. One significant benefit of incorporating pop songs into vocabulary instruction is the heightened engagement and motivation it generates among students. (Wilar et al., 2022) examined this aspect by gathering opinions from grade 10 students on using pop songs for vocabulary learning. Their results indicated that not only did students' vocabulary skills improve significantly, but their involvement and enthusiasm in learning English also increased substantially.

This positive feedback is echoed by (Neithanantan & Hua, 2023), who reported favorable responses from young learners about using songs for vocabulary development. The lively and enthusiastic environment created by integrating music into lessons can transform the educational experience, making it more attractive to students who may find traditional methods challenging. Through listening to two songs, the current study examined the incidental learning of three vocabulary knowledge dimensions: spoken-form recognition, form-meaning association, and collocation recognition.

4. Conclusion

English is a language that must know for everyone. it's because English is language that used in international communication, that's why learning English is important. There's so many ways to learning English. It can through reading books, articles, listening to podcasts, music, daily conversations, or writing essay or reports. In this study, researcher want to know how English learning can improve vocabulary skills by listening pop songs. English is a language that must know for everyone. it's because English is language that used in international communication, that's why learning English is important. There's so many ways to learning English. It can through reading books, articles,

listening to podcasts, music, daily conversations, or writing essay or reports. In this study, researcher want to know how English learning can improve vocabulary skills by listening pop songs. use listening pop songs as a tool for vocabulary improvement not only vocabulary that has improved, but it can make the learners enjoy the learning process.

Use listening pop songs as a tool for vocabulary improvement not only vocabulary that has improved, but it can make the learners enjoy the learning process. According to this research, pop songs has improved participant's vocabulary skill and also recommend to use pop songs as a tool for vocabulary improvement. From this study too, we know that this English learning is better than traditional way.

References -

- Afriyuninda, E., & Oktaviani, L. (2021). the Use of English Songs To Improve English Students' Listening Skills. *Journal of English Language Teaching and Learning*, 2(2), 80–85. <https://doi.org/10.33365/jeltl.v2i2.1442>
- Andriani, R. (2016). Improving Students' Vocabulary Mastery using Interactive Multimedia. *ELT-Lectura*, 3(1), 410–415. <https://doi.org/10.31849/elt-lectura.v3i1.471>
- Azab, A. H. E. M. (2023). The Effectiveness of Using Pop Songs for Developing University Students' Speaking Skills. 0–0), 255(23, *مجلة القراءة والمعرفة*. <https://doi.org/10.21608/mrk.2023.281222>
- Azmin Md Zamin, A., Azrul Hardi Adzmi, N., & Mohamad, M. (2020). Learning Vocabulary Through Songs: a Study on the Role of Music in Teaching Verbs. *Humanities & Social Sciences Reviews*, 8(1), 550–557. <https://doi.org/10.18510/hssr.2020.8167>
- Borisai, T., & Dennis, N. K. (2016). a Study of Using Pop Songs To Promote New Vocabulary Learning for Secondary School Students. *International Journal of Research -GRANTHAALAYAH*, 4(1), 86–92. <https://doi.org/10.29121/granthaalayah.v4.i1.2016.2846>
- Hendrawaty, N. (2019). The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya. *Loquen: English Studies Journal*, 12(1), 56. <https://doi.org/10.32678/loquen.v12i01.1192>
- Ilinawati, I., & Dharma, Y. P. (2019). IMPROVING STUDENTS' VOCABULARY THROUGH SONGS. *JEES: Journal of English Educational Study*, 1(2), 66–70. <https://doi.org/10.31932/jees.v1i2.329>
- Kayyis, R. (2015). Building Vocabulary Using Pop Songs. *Jurnal SMART*, 1(1), 32–42. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart>
- Lestari, I. W., & Hardiyanti, N. (2020). Vocabulary learning autonomy through incorporation of english songs: Indonesian EFL students' perspectives. *3L: Language, Linguistics, Literature*, 26(2), 94–104. <https://doi.org/10.17576/3L-2020-2602-07>
- Maru, M. G., Nur, S., & Lengkoan, F. (2020). Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition. *International Journal of Language Education*. <https://doi.org/10.26858/ijole.v4i3.14901>
- Murphy Odo, D. (2022). Examining the influence of English songs on English L2 lexical learning: a quantitative meta-analytic review. *Language, Culture and Curriculum*, 35(4), 386–403. <https://doi.org/10.1080/07908318.2021.2022684>
- Neithanantan, P., & Hua, T. K. (2023). Song As A Vocabulary Booster for Young Learners. *International Journal of Academic Research in Progressive Education and Development*, 12(2), 1818–1832. <https://doi.org/10.6007/ijarped/v12-i2/17496>
- Nurdin, M., Asmawati, A., & Najamuddin, M. (2023). Investigating the Effect of Using English Islamic Pop Songs on Students' Vocabulary Size. *Indonesian TESOL Journal*, 5(2), 272–283. <https://doi.org/10.24256/itj.v5i2.4104>
- Rohmah, N., & Indah, R. N. (2021). The Use of Modified English Song To Improve Vocabulary. *Journal of English Language Teaching*, 121–129. <http://www.e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/2537>
- Sari, I. P., Asahra, E. E., & Yana, Y. (2019). IMPROVING STUDENTS' VOCABULARY MASTERY USING ENGLISH SONG. *PROJECT (Professional Journal of English Education)*, 2(3), 410. <https://doi.org/10.22460/project.v2i3.p410-415>
- Setiawan, C. (2019). IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH LISTENING SONG.

- PROJECT (Professional Journal of English Education)*, 2(3), 392. <https://doi.org/10.22460/project.v2i3.p392-397>
- Tilwani, S. A., Amini MosaAbadi, F., Shafiee, S., & Azizi, Z. (2022). Effects of Songs on Implicit Vocabulary Learning: Spoken-Form Recognition, Form-Meaning Connection, and Collocation Recognition of Iranian English as a Foreign Language Learners. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.797344>
- Wardiman, M., Aminah, A., & Dewi, A. (2022). THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' VOCABULARY MASTERY. *E-Journal of ELTS (English Language Teaching Society)*, 10(1), 12–21. <https://doi.org/10.22487/elts.v10i1.2224>
- Wilar, B. M., Samola, N. F., & Mamentu, A. C. (2022). IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONGS AT THE EIGHTH GRADE OF SMP. *KOMPETENSI*, 1(8). <https://doi.org/10.53682/kompetensi.v1i8.2478>
- Yuliarini, N. L. E. (2022). The Use of Song in Improving Students' Listening Skill. *Indonesian Journal Of Educational Research and Review*, 5(2), 226–233. <https://doi.org/10.23887/ijerr.v5i2.48760>
- Zhang, Y., Baills, F., & Prieto, P. (2023). Singing Songs Facilitates L2 Pronunciation and Vocabulary Learning: A Study with Chinese Adolescent ESL Learners. *Languages*, 8(3), 219. <https://doi.org/10.3390/languages8030219>
- Afriyuninda, E., & Oktaviani, L. (2021). the Use of English Songs To Improve English Students' Listening Skills. *Journal of English Language Teaching and Learning*, 2(2), 80–85. <https://doi.org/10.33365/jeltl.v2i2.1442>
- Andriani, R. (2016). Improving Students' Vocabulary Mastery using Interactive Multimedia. *ELT-Lectura*, 3(1), 410–415. <https://doi.org/10.31849/elt-lectura.v3i1.471>
- Azab, A. H. E. M. (2023). The Effectiveness of Using Pop Songs for Developing University Students' Speaking Skills. 0–0), 255(23, *مجلة القراءة والمعرفة*. <https://doi.org/10.21608/mrk.2023.281222>
- Azmin Md Zamin, A., Azrul Hardi Adzmi, N., & Mohamad, M. (2020). Learning Vocabulary Through Songs: a Study on the Role of Music in Teaching Verbs. *Humanities & Social Sciences Reviews*, 8(1), 550–557. <https://doi.org/10.18510/hssr.2020.8167>
- Borisai, T., & Dennis, N. K. (2016). a Study of Using Pop Songs To Promote New Vocabulary Learning for Secondary School Students. *International Journal of Research -GRANTHAALAYAH*, 4(1), 86–92. <https://doi.org/10.29121/granthaalayah.v4.i1.2016.2846>
- Hendrawaty, N. (2019). The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya. *Loquen: English Studies Journal*, 12(1), 56. <https://doi.org/10.32678/loquen.v12i01.1192>
- Ilinawati, I., & Dharma, Y. P. (2019). IMPROVING STUDENTS' VOCABULARY THROUGH SONGS. *JEES: Journal of English Educational Study*, 1(2), 66–70. <https://doi.org/10.31932/jees.v1i2.329>
- Kayyis, R. (2015). Building Vocabulary Using Pop Songs. *Jurnal SMART*, 1(1), 32–42. <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart>
- Lestari, I. W., & Hardiyanti, N. (2020). Vocabulary learning autonomy through incorporation of english songs: Indonesian EFL students' perspectives. *3L: Language, Linguistics, Literature*, 26(2), 94–104. <https://doi.org/10.17576/3L-2020-2602-07>
- Maru, M. G., Nur, S., & Lengkoan, F. (2020). Applying Video for Writing Descriptive Text in Senior High School in the Covid-19 Pandemic Transition. *International Journal of Language Education*. <https://doi.org/10.26858/ijole.v4i3.14901>
- Murphy Odo, D. (2022). Examining the influence of English songs on English L2 lexical learning: a quantitative meta-analytic review. *Language, Culture and Curriculum*, 35(4), 386–403. <https://doi.org/10.1080/07908318.2021.2022684>
- Neithanantan, P., & Hua, T. K. (2023). Song As A Vocabulary Booster for Young Learners. *International Journal of Academic Research in Progressive Education and Development*, 12(2), 1818–1832. <https://doi.org/10.6007/ijarped/v12-i2/17496>
- Nurdin, M., Asmawati, A., & Najamuddin, M. (2023). Investigating the Effect of Using English Islamic Pop Songs on Students' Vocabulary Size. *Indonesian TESOL Journal*, 5(2), 272–283. <https://doi.org/10.24256/itj.v5i2.4104>
- Rohmah, N., & Indah, R. N. (2021). The Use of Modified English Song To Improve Vocabulary. *Journal of English Language Teaching*, 121–129. <http://www.e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/2537>
- Sari, I. P., Asahra, E. E., & Yana, Y. (2019). IMPROVING STUDENTS' VOCABULARY MASTERY USING ENGLISH SONG. *PROJECT (Professional Journal of English Education)*, 2(3), 410. <https://doi.org/10.22460/project.v2i3.p410-415>
- Setiawan, C. (2019). IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH LISTENING SONG.

- PROJECT (Professional Journal of English Education)*, 2(3), 392. <https://doi.org/10.22460/project.v2i3.p392-397>
- Tilwani, S. A., Amini MosaAbadi, F., Shafiee, S., & Azizi, Z. (2022). Effects of Songs on Implicit Vocabulary Learning: Spoken-Form Recognition, Form-Meaning Connection, and Collocation Recognition of Iranian English as a Foreign Language Learners. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.797344>
- Wardiman, M., Aminah, A., & Dewi, A. (2022). THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' VOCABULARY MASTERY. *E-Journal of ELTS (English Language Teaching Society)*, 10(1), 12–21. <https://doi.org/10.22487/elts.v10i1.2224>
- Wilar, B. M., Samola, N. F., & Mamentu, A. C. (2022). IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SONGS AT THE EIGHTH GRADE OF SMP. *KOMPETENSI*, 1(8). <https://doi.org/10.53682/kompetensi.v1i8.2478>
- Yuliarini, N. L. E. (2022). The Use of Song in Improving Students' Listening Skill. *Indonesian Journal Of Educational Research and Review*, 5(2), 226–233. <https://doi.org/10.23887/ijerr.v5i2.48760>
- Zhang, Y., Baills, F., & Prieto, P. (2023). Singing Songs Facilitates L2 Pronunciation and Vocabulary Learning: A Study with Chinese Adolescent ESL Learners. *Languages*, 8(3), 219. <https://doi.org/10.3390/languages8030219>