

## Exploring the Influence of English Song Viewing on Second Language Acquisition: A Psycholinguistic Study

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**Abstract-**The importance of English as a second language (L2) has heightened in the era of globalization, with individuals worldwide striving for proficiency in academic, professional, and social contexts. This study investigates the influence of watching English-language songs on L2 acquisition, with a particular focus on psycholinguistic aspects. Employing a qualitative descriptive approach, the data consists of words, phrases, and sentences extracted from selected songs such as "Happier," "All I Want," "Glimpse of Us," and "Oops!... Did It Again." Through participant observation, researchers evaluate the impact of these songs on comprehension, pronunciation, listening skills, and reading abilities. Interviews further delve into the research objectives, supported by recordings and note-taking. The analysis, utilizing reflective interpretive methods, draws upon the experiences of both researchers and respondents. Oral data undergoes transcription, classification, reduction, and verification, which are then organized into tables for interpretation. The findings indicate that exposure to English songs enhances L2 proficiency, particularly in improving understanding of meaning, vocabulary acquisition, pronunciation accuracy, listening acuity, and reading fluency. These results hold significant implications for language teaching practices and future research on L2 acquisition. Integrating English songs into curricula provides engaging avenues for learners to develop listening, pronunciation, vocabulary, and reading skills. Incorporating diverse, authentic language materials, such as songs, enriches learning environments by reflecting real-life language usage. The study highlights the value of qualitative methodologies, such as participant observation and interviews, in comprehending the psycholinguistic processes involved in L2 acquisition. Future research could explore various song types, genres, and proficiency levels, while also assessing the long-term impacts of music-based language teaching. In conclusion, these findings contribute to evidence-based language teaching practices and advance our understanding of the cognitive mechanisms involved in L2 acquisition.

**Keywords:** English-language Songs, Second Language Acquisition, Psycholinguistic Aspects, Language Teaching Practices

### I. INTRODUCTION

In the current era of globalization, the significance of English as a second language is on the rise. Individuals worldwide are

increasingly motivated to attain proficiency in English for academic, professional, and social pursuits. However, mastering a second language poses challenges and necessitates effective

learning methodologies. An intriguing approach to enhancing one's grasp of English involves watching music videos in the language. English-language songs not only convey profound messages but also incorporate artistic elements like rhythm, melody, and emotional expression. Consistently engaging with English-language music videos can exert a considerable psycholinguistic impact on an individual's capacity to comprehend and utilize the language. Psycholinguistics refers to the interdisciplinary field that explores the psychological and cognitive processes involved in language acquisition, comprehension, production, and use. In the context provided, psycholinguistic influence refers to the impact that watching English-language music videos can have on an individual's psychological and cognitive processes related to language learning and use. This includes aspects such as understanding the meaning of lyrics, interpreting emotional cues conveyed through music, processing linguistic features like rhythm and melody, and integrating these elements into one's language skills and proficiency.

Song is a form of art that combines literary language, music, and the singer's expression. Each song lyric has a specific purpose to communicate with its audience or viewers. Besides being a source of entertainment, songs can also serve as a learning tool. As mentioned by (Saud et al., 2023), a song is an expression of feelings. Its music and lyrics reflect the soul's condition. According to Moeliono (2003), a song has various rhythmic sounds and is an art form that unites the art of sound with language, involving melody and tonal color. Song lyrics are not just words but also an expressive medium reinforced by melody and musical notation combined with those words (Saud et al., 2023). Daewo (2012) states that song lyrics are an individual's expression of what they have seen, heard, or experienced. Song lyrics contain messages in the form of written words and sentences that can create a specific atmosphere and imaginative imagery for their listeners, generating various meanings.

This research stemmed from concerns raised by a teacher and several students regarding difficulties in deepening their understanding of the English language. They encountered challenges in maintaining permanent mastery of their second language, similar to their understanding of their first language, Bahasa Indonesia. To address this issue, the researchers

formulated a strategy using English-language songs as a learning medium. The method of teaching English through songs is seen as a strategic alternative in the teaching-learning process (TLP). By using English-language music videos supplemented with translated texts as one form of learning media, students can enhance their sensitivity in understanding the language. Through songs, students feel more comfortable learning, and the knowledge gained is more easily absorbed because the beauty of the song itself engages them. This makes the teaching-learning process more engaging and enjoyable for the students (Khan, 2002).

Introducing English language learning in the classroom requires effective strategies and methods. One highly effective medium in improving English language proficiency is English-language songs along with their subtitles. According to Bedareva, Litovchenko & Astapenko (2020), the use of English-subtitled songs is becoming increasingly common in foreign language classes. Songs help students understand context by observing the diction and atmosphere presented. Subtitled songs can pique students' interest in learning English with a different approach. Watching English-subtitled songs is considered one of the richest ways to provide authentic input as it involves a combination of three media simultaneously: aural, visual, and textual (Itagaki, Fukutani, Ando & Horita, 2020).

Studies in psycholinguistics examine the intricate interplay between psychological mechanisms and language processes, encompassing comprehension, processing, and language production. Investigating the influence of English-language song exposure on second language acquisition holds paramount importance within this domain. This study endeavors to explore the consistent effects of watching English-language songs on the comprehension of grammar, semantics, pronunciation, and other facets pertinent to second language acquisition. Through this inquiry, it aspires to deepen our comprehension of how individuals process and acquire a second language, with a particular emphasis on the interplay between musical experiences and language proficiency development. The anticipated outcomes of this investigation are poised to yield practical implications for second language education, notably in the design of innovative and engaging pedagogical strategies. The primary aim of this study is to expand our

understanding of the role of English-language song exposure in second language acquisition from a psycholinguistic standpoint, laying a robust groundwork for the formulation of more efficacious and enjoyable learning methodologies aimed at bolstering English proficiency as a second language.

To date, no exhaustive study has specifically scrutinized the impact of English-language song exposure on second language acquisition utilizing a psycholinguistic framework. Nevertheless, several antecedent studies have reported findings congruent with the focal point of this research. Ciptaning (2016) showcased, through quantitative analysis, that leveraging audiovisual media could enhance the writing skills of high school students in Dwijendra Denpasar. Similarly, Mulyadi and Mutmainnah (2015) discovered that students exhibited enhanced comprehension when exposed to materials delivered by native speakers. Concurrently, Kismoko and Roni (2021) revealed that English-language films significantly contributed to augmenting vocabulary mastery among high school students. Ridhayatullah and Usman Kasim (2020) demonstrated that integrating English-language songs into instruction led to improved pronunciation skills among students. Moreover, the findings of Garryn C. Ranuntu (2018) affirmed the efficacy of employing songs for English language learning in enhancing students' memory retention and language proficiency.

Recently, a study conducted by Bagea and Tihnike (2023) underscored the significant impact of animated films on students' language development. The study highlighted improvements in English language comprehension, acquisition of new vocabulary, enhanced listening skills, exposure to culture and context, enjoyable learning experiences, understanding expressions and emotions, as well as the development of speaking skills. Similarly, several other studies have delved into English language acquisition. Jefriyanto Saud et al. (2023), Karim et al. (2022), and Eslit (2023) have all contributed to this body of research. Additionally, Suryanti et al. (2023) conducted studies on language acquisition in two-year-old children, while Irsyadi (2023) explored the context of English language learning in Islamic boarding schools (*pesantren*). Furthermore, Karuru et al. (2023) investigated enhancing high-level comprehension through question-and-answer methods, and Merizawati and Munawir

(n.d.) examined improving English speaking skills in university students through storytelling methods. This diverse array of research significantly enriches the methodologies, strategies, and techniques employed in English language acquisition, comprehension, improvement, and development within the teaching-learning context.

In addition to studies in language acquisition, there is a wealth of relevant research in the field of linguistics. Works by Muta'allim et al. (2020, 2021, 2022), Irsyadi et al. (2022), Sofyan, Badrudin, et al. (2022), Yudistira et al. (2022), Akhmad Sofyan et al. (2022), Sofyan, Firmansyah, et al. (2022), and Haryono et al. (2023) provide crucial insights into the forms, roles, uses, and functions of language in the context of pragmatics, as well as their contribution to facilitating humanistic communication. These studies also delve into the dynamics of language across various contexts, including education, learning, religion, tolerance, Islam, Islamic boarding schools (*pesantren*), and language acquisition. Moreover, Yudistira, R. (2023) explored the language of satire in the context of political resistance, shedding light on the dynamics of language codes used by teachers as a form of political resistance. Similarly, studies by Muta'allim et al. (2021) and Hairus Salikin et al. (2021) examined the dynamics of language in cultural or intercultural contexts. Additionally, Julhadi et al. (2023), Mahardhani et al. (2023), and Dumiyati et al. (2023) conducted research on Islam, *pesantren*, and religious moderation, further enriching the discourse in this field.

Based on existing research, there is a noticeable gap regarding the specific examination of the impact of watching English-language songs on second language acquisition from a psycholinguistic perspective. Therefore, this study seeks to delve into the influence of English-language song exposure on second language acquisition, particularly within the realm of psycholinguistics. Researchers aim to unravel how the emotional experiences evoked by these songs might influence learners' motivation and proficiency in acquiring a second language, along with their effects on vocabulary acquisition and language structure. Additionally, the study intends to probe how visualizing words in song lyrics affects the comprehension and retention of second language vocabulary. Another aspect under scrutiny is the role of music as a learning stimulus in enhancing

understanding of phonological elements such as prosody and intonation in the second language. Sociolinguistic dimensions will also be explored, examining how different music genres may shape cultural acceptance and learners' second language identity. As music serves as a medium of communication, it significantly contributes to shaping individuals' linguistic identity. The research will also investigate the impact of repeated exposure to English-language songs on fluency and comprehension of the second language. Employing a holistic approach, the study seeks to comprehend the multifaceted role of music in second language acquisition and its implications within the psycholinguistic framework.

Given the background, researchers are intrigued and find it imperative to conduct an in-depth exploration of this research's contribution to learning. Therefore, they have formulated a problem statement: how does watching English-language songs influence the enhancement of proficiency in the second language, particularly in understanding meaning, enriching vocabulary, improving pronunciation, enhancing listening sensitivity, and fluency in reading? Addressing this problem statement necessitates a psycholinguistic approach. Psycholinguistics, a branch of linguistic science, investigates how humans produce, understand, and mentally process language. It encompasses studying the interaction between language and cognitive processes, including word comprehension, syntax, semantics, phonology, and the psychological factors involved in language use. In the context of second language acquisition, psycholinguistics plays a crucial role in understanding how individuals learn a second or foreign language. Some key contributions of psycholinguistics to second language acquisition include understanding cognitive processes, the intricate interplay between language and cognition, the influence of psychological factors, examination of learning strategies, and development of theoretical models of second language acquisition. Thus, psycholinguistics not only identifies pivotal factors influencing second language acquisition but also furnishes a theoretical framework for devising more effective language learning approaches.

## **II. METHODS**

This research employs a qualitative descriptive approach. Moleong (2000) defines this approach as a method that generates

descriptive data in the form of written or spoken words from individuals, as well as observable behaviors. Bogdan and Taylor (2012) also explain that qualitative research is a procedure that produces descriptive data through the speech or writing and observed behavior of participants. Thus, the researchers choose the qualitative descriptive approach to obtain in-depth scientific data related to the researched problem. The descriptive method is used to collect data, critically analyze it, and draw conclusions based on the facts revealed during the research. The purpose of this method is to describe and depict the facts and phenomena found, and then relate them to each other. This statement is supported by Strauss and Corbin (2007), who explain that qualitative research does not rely on statistical procedures or other counts. This research is more focused on discussions about life, communication, and texts such as stories, novels, or poetry. In this context, the researcher uses the qualitative descriptive approach to analyze the process of foreign language acquisition.

The research data comprises words, phrases, and sentences extracted from selected songs, namely "Happier," "All I Want," "Glimpse of Us," and "Oops!... I Did It Again." Data collection employs a listen-and-observe approach, wherein the researcher observes the participant group's understanding, pronunciation, listening ability, and reading comprehension influenced by English-language songs. Additionally, interviews are conducted to delve into the research objectives, supported by recording and note-taking techniques. Several participants/students are interviewed regarding the enhancement of proficiency in understanding meaning, vocabulary enrichment, pronunciation improvement, listening acuity, and reading fluency following the implementation of the learning method involving songs with English subtitles. The reflective-inspector method is utilized, drawing from both the researcher's and respondents' experiences regarding the impact of watching songs with English subtitles on second language acquisition, particularly focusing on proficiency improvement in understanding meaning, vocabulary enrichment, pronunciation, listening sensitivity, and reading fluency. Subsequently, oral data is transcribed into written form, classified, reduced, and verified based on its type.

The data analysis process encompasses coding, organizing data into tables, interpreting meaning, and drawing conclusions. It

commences with transcribing oral data into written form, converting spoken words, phrases, and sentences from interviews into textual format. Once transcribed, the data undergoes organization and classification based on its nature, categorizing responses into segments such as comprehension, pronunciation, listening skills, reading proficiency, and other pertinent factors. Subsequently, a coding framework is devised to systematically analyze the data, entailing the allocation of labels or codes to different data segments representing specific themes, patterns, or concepts pertinent to the research objectives. For instance, codes may be established to recognize instances of enhanced vocabulary acquisition, pronunciation inaccuracies, comprehension challenges, or reading fluency. Finally, conclusions are drawn by interpreting the data, discussing the implications of the findings concerning the research objectives.

### **III. RESULT AND DISCUSSION**

#### **1. Result**

The research findings suggest that watching English-language songs can notably bolster proficiency in the second language, particularly in understanding meaning, enriching vocabulary, improving pronunciation, enhancing listening sensitivity, and fostering reading fluency. Participants exposed to the song-watching intervention exhibited a substantial enhancement in grasping second language vocabulary. Vocabulary assessments post-intervention revealed a marked improvement compared to pre-intervention, underscoring the efficacy of song viewing in augmenting the lexicon of second language learners. Furthermore, there was a discernible advancement in the pronunciation of second language words among participants who regularly engaged with English-language songs. Pronunciation evaluations conducted post-intervention indicated that participants

demonstrated clearer and more accurate word articulation following exposure to English-language songs.

Interviews with participants also unveiled a surge in motivation and interest in second language acquisition subsequent to their involvement in song-watching activities. Participants expressed that this experience rendered the learning process more enjoyable and captivating, thereby bolstering their dedication to mastering the second language. These findings corroborate the notion that integrating English-language songs into second language learning can yield substantial psycholinguistic advantages. The musical elements in songs serve to fortify cognitive and auditory facets entailed in second language acquisition, while the positive and emotive aspects associated with songs can invigorate learner motivation.

Hence, the outcomes of this research bear practical implications for the development of innovative and engaging second language learning methodologies. The utilization of English-language songs can serve as an efficacious pedagogical tool in the classroom to enhance comprehension of meaning, enrich vocabulary, refine pronunciation fluency, heighten listening acuity, refine reading accuracy, and inspire learners in the pursuit of mastering the second language. Nonetheless, it is imperative to acknowledge that song integration should be complemented with a diverse array of other learning approaches to attain optimal outcomes in second language acquisition.

Here are some details regarding the impact of watching English-language songs on improving skills in the second language, particularly in terms of understanding meaning, vocabulary enhancement, pronunciation improvement, listening sensitivity, and reading fluency, which can be explained through the following table.

**Table 1. The Influence of English-Language Songs on Second Language Acquisition**

<b>No</b>	<b>Acquisition</b>	<b>Lyrics of the song</b>	<b>Description</b>
1	Understanding Meaning	I found a guy	Participants involved in the intervention of watching English-language songs experienced an improvement in understanding the meaning of the second language, as in the lyrics "I found a guy". They became more proficient in interpreting the meanings of words and phrases used in the songs, especially in contexts relevant to the songs.

2	Vocabulary Enhancement	Hoping I'll find a glimpse of us	Participants showed an increase in second language vocabulary after engaging in the activity of watching songs. They became acquainted with more new words and phrases, such as "Hoping, 'll, and a glimpse of us" used in English-language songs. This positively influenced their communication abilities in the second language.
3	Pronunciation Improvement	I can't let you go	The evaluation of second language word pronunciation showed a significant improvement among participants after the intervention of watching songs. They were able to articulate words more clearly and accurately, especially in the lyrics "I can't let you go". This was attributed to their ability to mimic the intonation and vocals of the songs.
4	Listening Sensitivity	So, find someone great	Listening to English-language songs helps improve participants' auditory sensitivity to the second language. They become more adept at listening to and understanding the sounds of the second language, including intonation, accents, and nuances found in songs, such as in the lyrics "So find someone great".
5	Reading Fluency	I made you believe we're more than just friends	Participants demonstrated an improvement in reading fluency in the second language after engaging in the intervention of watching songs. They became smoother in pronouncing words and phrases in the second language, such as in the lyrics "I made you believe we're more than just friends". This was due to their habit of adapting to the rhythm and melody of the songs.

The table above confirms that watching English-language songs significantly contributes to various aspects of second language proficiency. From the findings of this research, several thoughts emerge. First, engaging in the activity of watching songs allows learners to actively participate in authentic and relevant content of the second language, enhancing not only their understanding of meaning but also enriching their vocabulary. Second, imitating the correct pronunciation of singers in songs helps participants improve their own pronunciation, as they practice following the correct intonation and rhythm, which can serve as a good model in pronunciation learning. Third, regularly listening to English-language songs can enrich participants' auditory experience in the second language, making them more sensitive to various sounds and nuances in the language, which in

turn can enhance their understanding. Fourth, the ability to read fluently in pronouncing words and phrases from English-language songs can help improve learners' speaking fluency in the second language, providing opportunities for consistent practice in an enjoyable context. Therefore, this research highlights that watching English-language songs can be an effective strategy in second language learning, especially in enhancing understanding of meaning, enriching vocabulary, pronunciation, listening sensitivity, and speaking fluency. The use of songs as a learning tool also provides a fun and beneficial experience for second language learners, and serves as a valuable addition to diverse learning methods. Here is the table on the acquisition of song meanings as presented in the table below:

**Table 2. Types and Meanings of Songs with English Subtitles**

Song Type	Code	Lyrics	Literal Meaning	Lyrical Meaning	Acquisition
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Happier	LH01	I can't let you go	" <i>Aku tidak bisa membiarkanmu pergi</i> "	" <i>Aku tidak bisa melepaskanmu</i> "	The word "let" doesn't always mean " <i>membiarkan</i> " but it can also refer to " <i>melepaskan</i> "
	LH02	So, find someone great	" <i>Jadi temukan seseorang yang hebat</i> "	" <i>Jadi temukanlah seseorang yang baik</i> "	In addition to meaning " <i>hebat</i> ", the word "great" can also refer to "baik".
All I Want	AIW01	I found a guy	" <i>Saya menemukan seorang pria</i> "	" <i>Aku berjumpa dengan seorang pria</i> "	The word "found" can also be interpreted as " <i>berjumpa</i> ".
	AIW02	We fell in love	" <i>Kami jatuh cinta</i> "	" <i>Kami saling mencintai</i> "	The phrase "fell in love" doesn't just mean " <i>jatuh cinta</i> ", but also encompasses the meaning " <i>saling mencintai</i> ".
	AIW03	We fell in love, but it didn't last	" <i>Kami jatuh cinta, tapi itu tidak berlangsung</i> "	" <i>Kami jatuh cinta, tapi tidak betahan lama</i> "	The sentence "but it didn't last" would be more effective if translated as " <i>tetapi tidak berlangsung lama</i> ".
Glimpse of Us	GoU01	Hoping I'll find a glimpse of us	" <i>Berharap aku akan menemukan sekilas tentang kita</i> "	" <i>Berharap aku akan menemukan sekilas tentangmu</i> "	The word "us" doesn't always mean " <i>kita</i> ", but can also refer to " <i>kamu</i> ".
	GoU01	And I try to fall for her touch, But I'm thinking of the way it was	" <i>Dan saya mencoba untuk sentuhannya, tapi saya memikirkan cara itu</i> "	" <i>Dan aku mencoba jatuh cinta padanya, tapi aku masih kepikiran kisah kita yang lalu</i> "	The phrase "to fall for her touch" would be more effectively translated as " <i>jatuh cinta padanya</i> " while "I'm thinking of the way it was" would be better translated as " <i>aku masih kepikiran kisah kita yang lalu</i> ".
Oops! Did It Again	ODIA01	I made you believe we're more than just friends	" <i>Aku membuatmu percaya kita lebih dari teman</i> "	" <i>Kubuat kau percaya kita lebih dari sekedar teman</i> "	Literally, the sentence is inadequate, but in a literal context, it becomes more effective and efficient.
	ODIA02	I played with your heart	" <i>Aku bermain dengan hatimu</i> "	" <i>Kubermain main dengan hatimu</i> "	Literally, the song's meaning becomes more beautiful because of its word choices, although in a literal sense, the

song's meaning  
remains effective.

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The table above illustrates the impact of watching songs with English subtitles on various aspects of English language proficiency, such as understanding song lyrics, vocabulary enrichment, pronunciation accuracy, and reading fluency. In terms of understanding song lyrics, the research found a significant improvement because participants were able to decipher the message contained in the lyrics while reading the text and listening to the song. This indicates that subtitles help clarify the context and meaning of the song, allowing for deeper understanding by the audience. Meanwhile, in terms of vocabulary enrichment, there was also a significant improvement because participants could identify, remember, and use new vocabulary more confidently after seeing words in the context of the song and listening to their pronunciation. This suggests that watching songs with subtitles can be an effective tool for expanding one's vocabulary in English. Furthermore, in terms of pronunciation accuracy, participants who watched songs with English subtitles also showed improvement because they could refine their pronunciation by paying attention to how words were pronounced in the song while reading the text simultaneously. This indicates that watching songs with subtitles can help sharpen English speaking skills. Thus, the results of this research indicate that watching songs with English subtitles can significantly enhance understanding of song lyrics, vocabulary enrichment, pronunciation accuracy, and reading fluency in English.

Furthermore, the influence of watching songs with English subtitles on participants' sensitivity and acuity in listening showed a significant improvement. Participants reported that they became more accustomed to the intonation, accent, and speaking styles in English songs. This indicates that the listening experience gained from watching songs with subtitles can help improve English oral comprehension. Additionally, the impact of watching songs with English subtitles on fluency in reading English also showed a significant improvement. Participants reported feeling more comfortable reading and understanding English text after becoming accustomed to reading song subtitles. This suggests that the reading experience gained from watching songs can be transferred to

general reading proficiency in English. Thus, the results of this research confirm that watching songs with English subtitles has various benefits in enhancing various aspects of English language proficiency, including understanding song lyrics, vocabulary enrichment, pronunciation accuracy, listening sensitivity, and reading fluency. This indicates that watching songs with subtitles is not only enjoyable but also an effective tool in English language learning.

## **2. Discussion**

### **Vocabulary Acquisition**

Acquiring vocabulary in English is an important aspect in today's technological era. Therefore, it is crucial to introduce English at an early age so that children have a greater chance of mastering it. One effective method to introduce English vocabulary is through songs. Songs not only serve as enjoyable media but also as effective alternatives for teachers to create engaging learning experiences. Research indicates that using songs has a high level of effectiveness in introducing English vocabulary to children. Through songs, children can develop listening skills and improve pronunciation, which in turn also enhances their speaking abilities naturally. Vocabulary introduction is a crucial foundation in language learning, as the broader one's vocabulary, the greater their ability to communicate. Tarigan (2012) stated that having a rich vocabulary provides greater opportunities for language use. By introducing English vocabulary through songs, we not only teach words but also help children build English speaking skills.

Research shows that songs with English lyrics have a significant positive impact on vocabulary acquisition. Listening to songs with English lyrics or translations offers several benefits in the learning process. First, these songs help expand vocabulary in a fun and easily memorable way. Second, understanding song lyrics aids in comprehending the context of word usage, including idiomatic phrases and common expressions. Additionally, listening to these songs can enhance pronunciation and intonation, as the patterns in songs provide good examples



for foreign learners to emulate. Thus, introducing vocabulary through English songs is an effective strategy in English language learning. Furthermore, music also has the power to enhance memory. Repetitive patterns in song lyrics aid in remembering vocabulary more easily.

Lastly, listening to popular or traditional songs in English can boost learning motivation. Music serves as a fun tool for learning and can make the language learning process more engaging. Although songs with English lyrics can be useful tools in language learning, it's important to remember that they should not be the sole source of learning. Combining them with other learning methods such as reading, writing, and speaking will be more effective in acquiring extensive vocabulary and comprehensive language skills.

### Meaning Acquisition in Songs “Happier” Song

“Happier” is a popular pop song performed by DJ and music producer Marshmello, featuring vocals from British singer-songwriter Bastille. Released in 2018 as part of Marshmello's album "Joytime II," the song tells the story of Olivia Rodrigo experiencing sadness and loss after breaking up with her lover. Although she feels sad, she acknowledges that her lover seems happier after the breakup. The lyrics of this song depict complex feelings about loving someone even after losing them, as well as the desire to see them happy even in our absence. With its captivating melody and powerful lyrics, the song presents a deep narrative about heartbreak and the willingness to let go for the happiness of the ones we love.

#### Data 1

##### LH01: “I can’t let you go”

In the song, there are several expressions, one of which is the phrase in the lyric line “I can't let you go”. This lyric might sound unfamiliar to some people, and even middle school students may not fully understand its meaning. Typically, the common interpretation of the phrase “I can't let you go” is “*aku tidak bisa membiarkanmu pergi*”. However, in the context of the song “Happier”, the actual meaning is more profound, that is, “*aku tidak bisa membiarkanmu pergi*”.

This lyric depicts someone trapped in a complex emotional conflict. They find it difficult to let go of their lover, even though they realize that it may be best for their partner's happiness.

The narrator shows emotional maturity by sacrificing their personal desires to see their lover become happier, even if it means letting them go. In this conflict, there is a revealed acceptance of the reality that separation may be inevitable, although there is also uncertainty about the future. However, through these lyrics, the deep love between the narrator and their lover is still reflected, driving them to seek the best for each other's happiness, even though their journey is filled with pain and doubt.

#### Data 2

##### LH02: “So find someone great”

Next, in the second set of data, there is the expression “so find someone great”, where many students interpret the phrase as “*jadi temukan seseorang yang hebat*”. However, the actual meaning of the lyric is “*jadi temukanlah seseorang yang baik*”. Students who frequently practice listening to the song understand the true meaning of the lyric. The meaning of this expression is that the narrator doesn't want their ex-lover to find someone better than them. Based on the analysis above, it can be concluded that songs can influence students in second language acquisition through listening. This happens because they often listen to English songs using subtitles. The meaning of the lyric “so find someone great” depicts feelings of sacrifice and sincere love. In their despair, the narrator expresses their hope for their lover to find someone truly special, even if it's not themselves. In this emotional context, the narrator shows that their love is not selfish; they are willing to let go of their lover for their happiness, even though it's painful. The message contained in this lyric is about genuine hope for the lover, even if it means the narrator has to let them go to find happiness with someone else. Thus, the lyric “so find someone great” reveals the emotional complexity of true love, which sometimes requires sacrifice for the good of the loved one.

### “All I Want” Song

“All I Want” is a song sung by Kodaline, a rock band from Ireland. In this song, it tells the story of loss, regret, and deep longing for someone dearly loved. The song depicts the feelings of someone missing the presence of a significant person in their life. They feel empty and lonely after the departure of their loved one, and they wish they could go back to the happy moments together. The lyrics reflect regret for mistakes made and a deep longing to mend the broken relationship. Although realizing that time cannot be turned back and circumstances cannot be changed, they still yearn for the presence and affection that has been lost. The song creates a melancholic and poignant atmosphere while expressing loyalty and deep love for the beloved. Thus, “All I Want” is a song that portrays deep longing and regret for the loss of someone loved, while expressing hope to be reunited and overcome the emptiness felt.

#### Data 3

##### AIW01: “I found a guy”

The song “All I Want” depicts someone's desire who feels lost without their partner. However, there are misinterpretations of some lyrics, such as “I found a guy”, which is often misunderstood by middle school students as “*saya menemukan seorang pria*”. Actually, this lyric means “*aku berjumpa dengan seorang pria*”. Nevertheless, students who are frequently exposed to this song naturally understand its context because they can directly see and listen to the lyrics and vocals. Therefore, adding subtitles to the song can greatly influence children's understanding of it.

The lyrics “I found a guy” in the context of love songs often refer to the discovery of someone special or significant in someone's life. Usually, this phrase pertains to finding a romantic partner or someone very meaningful in one's life. However, without further context, the meaning of this lyric can vary depending on how it connects with other lyrics in the song or the overall theme of the song. Nevertheless, considering the content of this song, the meaning of the lyric “I found a guy” depicts someone having found a romantic partner who makes them

happy or someone who has become a loyal and supportive companion. On the other hand, this lyric could also refer to the discovery of a significant figure or individual in a broader context, such as a close friend, mentor, or other inspirational figure. Analyzing the meaning of this lyric requires further context from the song itself or the surrounding lyrics to provide a deeper understanding of how this lyric contributes to the overall narrative or message of the song.

#### Data 4

##### AIW02: We fell in love

In addition, in the lyric “we fell in love”, there is a difference in interpretation between the general public and students who frequently interact with this song. Generally, this lyric is interpreted as “*kami jatuh cinta*”. However, students familiar with this song tend to interpret it as “*kami saling mencintai*”. Although the true meaning of the lyric is “*kami jatuh cinta*”, in the context of this song, its meaning can change depending on specific contexts, thus being interpreted “*kami saling mencintai*”. This connection may be confusing for those who do not directly interact with the song. The lyric “we fell in love” takes us to the early moments of a love story, where two hearts become intertwined. It is a narrative of two individuals meeting and subsequently discovering the magic of love between them. In the context of the narrative, we can imagine these two individuals, perhaps in the midst of an unexpected encounter, where the first glance sparks unexpected feelings. As their introduction progresses, the attraction grows into something deeper and profound. They start getting to know each other better, finding similarities, understanding differences, and ultimately finding comfort and happiness in each other's presence. The lyric “we fell in love” is the culmination of this journey, a statement of feelings exchanged and accepted by both parties. It is the beginning of a love story that may be full of challenges and changes, but at that moment, they are simply captivated by the beauty of the present, where their love grows and flourishes.

## Data 5

### AIW03: we fell in love, but it didn't last

Next, in the lyric “we fell in love, but it didn't last”, there's a difference in interpretation between the literal and figurative meanings. Literally, this lyric means “*kami jatuh cinta, tapi itu tidak berlangsung*”. However, figuratively, its meaning is “*kita jatuh cinta, tapi itu tidak bertahan lama*”. Generally, students or the general public would interpret the lyric as “*kami jatuh cinta, tapi itu tidak berlangsung*” or “*kami jatuh cinta, tapi itu tidak berlangsung*”. However, students or individuals who frequently interact with the song would interpret it according to the intended meaning of the lyric, which is “*kami jatuh cinta, tapi tidak bertahan lama*”. The meaning or content of these expressions depicts a woman's struggle to find true love. She then meets a man who cherishes and guides her, as expressed in the lyric “I found a guy”. Initially, their relationship appears perfect, but eventually, it doesn't last long because the man makes her feel unappreciated. However, the woman hopes for a lasting relationship, as her past relationships have always ended prematurely. From the above analysis, it can be concluded that students, both in elementary and middle school, may struggle with translating the second language into their native language. However, it will be easier by playing English songs with subtitles, through listening and reading. Reading here refers to practicing by singing along with the song being played.

The lyric “we fell in love, but it didn't last” takes us into a narrative full of emotion, showing the beginning and end of a love story. In this narrative, we can imagine two people who initially fell deeply in love with each other, full of passion and hope. Their relationship was marked by beautiful moments, as their love grew and flourished strongly. However, like many love stories, there comes a point where everything starts to change. Differences may arise, or perhaps there are unforeseen difficulties that test their bond. Ultimately, they have to face the painful reality that their relationship cannot endure. This lyric reflects disappointment,

sadness, and loss over the unwanted ending of a once-beautiful love story. Although bitter in the end, this experience may have brought both individuals to grow and learn about themselves and about love. In this narrative, the lyric “we fell in love, but it didn't last” depicts the emotional journey from the initial joy and hope to the painful end of a relationship that has come to an end.

### “Glimpse of Us” Song

“Glimpse of Us” is a collaboration between Steve Aoki, a renowned DJ and music producer, and the Australian pop-punk band, The Used. Through this song, they blend Steve Aoki's EDM (Electronic Dance Music) elements with The Used's distinctive pop-punk style. The song evokes a sense of nostalgia and longing for past memories, as well as a desire to revisit the beautiful moments that have passed. The song portrays someone reflecting on memories with their past partner. Its lyrics convey a message about seeking to reclaim precious moments in a relationship that has ended. Although the relationship has come to an end, the song reminds listeners of the importance of cherishing and celebrating the memories they once shared with their loved one. With its energetic melody and fusion of different musical elements, “Glimpse of Us” invites listeners to reflect on past memories while still looking towards the future with hope and optimism. It's a song that evokes a sentimental impression while maintaining the distinctive strength and spirit of Steve Aoki and The Used's works. The song encourages listeners to contemplate the meaning and value of past relationships while still looking towards the future with hope and optimism.

## Data 6

### GoU01: Hoping I'll find a glimpse of us

The meaning of the song performed by Joji carries depth, depicting someone who struggles to forget past memories, even though they have a new lover. In the song “Glimpse of Us”, there are several metaphorical expressions that make students and the general audience struggle to understand the true meaning. One of them is the lyric “Hoping I'll find a glimpse of us”, which is commonly interpreted as “*berharap aku akan*

*menemukan sekilas tentang kita*” by the general audience. However, the actual meaning of the lyric is “*berharap aku akan menemukan sekilas tentangmu*”. This is not surprising because the author aims to embellish the sentence using metaphorical diction, so it's not uncommon for many people to misunderstand its meaning. However, the meaning of these lyrics will be easier to understand for those who often listen to this song because, in addition to seeing the lyrics, they also have access to the translated lyrics and listen to the song directly. Thus, they can delve deeper and understand the meaning contained in the lyrics, despite having a higher level of difficulty.

The lyrics “Hoping I'll find a glimpse of us” depict a deep longing and reflection on a ended relationship. This narrative takes the listener on an emotional journey of someone reminiscing about the past, seeking to relive or at least recall the beautiful moments they once shared with their partner. With the expression “Hoping I'll find,” the narrator conveys their hope to experience again or at least remember flashes of the relationship they once enjoyed. They yearn for the warmth, happiness, and closeness they once felt with their partner. However, in their desire to rediscover those moments, there is also sadness revealed at the reality that the relationship has ended. Nevertheless, this narrative also reflects acceptance of the situation, where some moments can only be cherished memories. Thus, these lyrics take the listener on a journey through nostalgia, hope, and acceptance in facing the past that has passed. It is an expression that depicts the complexity of one's emotions in the process of coping with a ended relationship, as well as the effort to confront and accept the memories they once shared.

#### **Data 7**

##### **GoU01: And I try to fall for her touch, But I'm thinking of the way it was”**

In the lyrics “And I try to fall for her touch, But I'm thinking of the way it was”, there's a common misunderstanding in its interpretation within the context of the song. Generally, people interpret it literally as “*dan saya mencoba untuk*

*sentuhannya, tapi saya memikirkan cara itu*”. However, the actual meaning of the lyrics is “*dan aku mencoba jatuh cinta padanya, tapi aku masih kepikiran kisah kita yang lalu*”. This misunderstanding occurs because of a focus on literal translation without considering the overall context of the song. For those who frequently interact with the song, such as reading the lyrics, translations, and listening to it, they would understand better the meaning conveyed by the songwriter. The essence of the song's expression portrays a man who hasn't been able to let go of his past and still dwells on a previous relationship, even though he's trying to fall in love with his new partner. The core message of these lyrics is that if someone hasn't resolved their issues with their past, they shouldn't seek healing by pursuing someone new. For instance, the expression “and I try to fall in love with her, but I still remember our past story” depicts the emotional struggle of a man who is continually haunted by his past, making it difficult for him to fully engage in a new relationship. Thus, the song prompts reflection in its listeners about the importance of resolving the past before stepping into new relationships, and it invites listeners to understand better the complexity of emotions in coping with ended relationships.

Therefore, the lyrics “And I try to fall for her touch, But I'm thinking of the way it was” reveal the emotional conflict experienced by the narrator. Firstly, “And I try to fall for her touch” indicates that the narrator is attempting to engage in a new relationship, perhaps with someone new or even someone they've known for a long time. They are trying to open themselves up to new experiences and attempting to feel comfort or happiness through touch and interaction with that person. However, the subsequent lyrics, “But I'm thinking of the way it was”, depict that despite the narrator's efforts to engage in a new relationship, their mind keeps returning to the past relationship. Perhaps they are still clinging to memories of the previous relationship, or they find it difficult to let go and adapt to the new situation. This indicates that they haven't fully forgotten the past relationship and still think about how things used to be. Thus, these lyrics

reflect the narrator's internal struggle between trying to move on and engage in a new relationship while still being tied to the past and continually disturbed by memories of what has passed. It is an expression that portrays the complexity of someone's emotions in facing the challenge of letting go of the past and accepting and experiencing a new relationship.

### “Oops! Did It Again” Song

The song “Oops!... I Did It Again”, performed by American pop singer Britney Spears, became one of the best-selling songs of all time after its release in 2000 as the lead single from her second studio album of the same name. The song portrays the story of a girl who makes the same mistake again in her romantic relationship, despite having hurt her partner's feelings before. Its lyrics reflect feelings of regret and remorse for her actions, but also show a lighthearted and humorous side in acknowledging these mistakes. In its famous music video, Britney Spears portrays an astronaut on Mars who discovers a mysterious gemstone, although unrelated to the song's lyrics, the overall concept creates an entertaining vibe. Overall, “Oops!... I Did It Again” is a song that depicts errors and regrets in romantic relationships, yet presented with a light and humorous style, making it one of Britney Spears' iconic classics that continues to be cherished by fans.

### Data 8

**ODIA01:** I made you believe we're more than just friends

The song “Oops!... I Did It Again” tells the story of a mischievous girl who enjoys playing with men's emotions, giving them false hope, and making them believe that their relationship is more than just friendship. Some phrases in the lyrics, such as “I made you believe we're more than just friends”, are often misinterpreted literally by people who are not familiar with the song. They might interpret it as “*aku membuatmu percaya kita lebih dari teman*”, when the actual meaning is “*kubuat kau percaya kita lebih dari sekedar teman*”. Therefore, for those who are not familiar with the song, they tend to misunderstand the intended meaning because

they interpret it literally without considering the context. However, for those who have delved into the song, they would understand the message being conveyed better. From these expressions, it can be inferred that the woman in the song only wants to play with the man, without any serious intentions. She makes the man believe that their relationship is more than just friendship when in reality, the woman just wants to toy with his emotions.

The lyrics “I made you believe we're more than just friends” depict an acknowledgment of emotional manipulation within a relationship. This narrative takes us into the complex dynamics where the narrator reveals that they have led their partner to believe that their relationship holds deeper meaning than just friendship. The expression “I made you believe” highlights the narrator's role in creating this misunderstanding or even using manipulation to alter their partner's perception. It suggests that the narrator may not have been entirely honest or transparent about their feelings, or they may even have unclear motives in the relationship. Within this narrative, there might be elements of regret or awareness of the mistake made by the narrator, as they realize the consequences of emotional manipulation. Thus, these lyrics depict the intricacies and complexities within human relationships, raising questions about honesty, trust, and integrity in interpersonal dynamics.

### Data 9

**ODIA02:** I played with your heart

In data 9, the lyrics “I played with your heart” carry an implicit meaning. Literally, this lyric can be interpreted as “*aku bermain dengan hatimu*”, which can be understood by students or the general public who haven't interacted with the full context of the song. However, for those who are familiar with the lyrics, translations, and the melody of the song, they would understand the implied meaning of the lyric, which is “*kubermain main dengan hatimu*”. This lyric depicts the narrator's acknowledgment that they have done something detrimental to the feelings of someone important to them. In the context of the song, the narrator realizes that their actions

have caused suffering or disappointment to their loved one. The phrase “I played with your heart” indicates that the narrator has treated the person's feelings lightly, perhaps playing with their emotions without considering the possible consequences. However, the narrator realizes that their actions were a mistake or a folly, even admitting that their actions have caused pain to their beloved. Thus, this lyric shows the narrator's awareness and regret over the negative impact of their actions on their loved one, and it might be part of an effort to apologize or reconcile the situation.

### **Increased Listening Sensitivity**

Listening to songs with English lyrics or translations has a significant impact on someone's sensitivity and sharpness of hearing. This listening process brings about several important changes. Firstly, the presence of English lyrics or translations in songs helps improve audio comprehension. Listeners become more capable of understanding the content they hear because they have written references that correspond to what they hear. Secondly, listening to songs with English lyrics trains someone's listening skills. They become more adept at capturing subtle details such as intonation, accent, and pronunciation of words in the song. Lastly, the presence of lyrics or translations allows listeners to expand their vocabulary. They are exposed to a variety of words and expressions in various contexts, which helps enhance their English language abilities. Additionally, understanding song lyrics also helps in enhancing cultural awareness. Songs often reflect the culture of their place of origin, and by understanding the lyrics through translations, listeners can gain deeper insights into the culture associated with the song. Lastly, the presence of English lyrics or translations in songs requires listeners to actively participate in the listening process. They have to compare what they hear with what they read, which in turn enhances their skills in active listening. While songs with English lyrics can help improve sensitivity in listening, it's also important to complement this approach with diverse listening exercises to achieve overall better listening skills.

### **Enhancing Reading Fluency**

Listening to songs with English lyrics or translations has a significant impact on someone's fluency in reading English vocabulary. The process of listening and understanding song lyrics demonstrates several ways in which this occurs. Firstly, when someone listens to songs with English lyrics, it helps improve their pronunciation skills. By closely following the song lyrics, they are trained in pronouncing English words correctly, which is an important step in language fluency. Additionally, English lyrics or translations in songs also help expand someone's vocabulary. Listening to songs introduces them to a variety of words in different contexts. This helps enhance their ability to read English vocabulary, as they become more familiar with words they may not encounter in everyday situations.

Understanding song lyrics helps in the context of word usage, not just recognizing words. This aids in improving overall comprehension of the English language. Listening to songs with English lyrics can also be an enjoyable and engaging practice, enhancing motivation to learn. Creativity and expression in song lyrics can also inspire readers to be more creative in their use and understanding of English words. Overall, listening to songs with English lyrics is an effective way to enhance fluency in reading English vocabulary. It helps expand vocabulary, improve understanding of word usage contexts, and sharpen pronunciation skills, all of which are crucial components of English fluency. Watching songs with English lyrics or translations also has a positive impact on someone's English vocabulary reading ability. This process helps in expanding vocabulary because by seeing and listening to words in the context of songs, one can better understand the meaning and usage of those words.

Additionally, listening to songs with English lyrics also helps in improving the ability to understand correct pronunciation. By listening to how words are pronounced in songs, one can improve speaking and listening skills in English. Songs often reflect the culture and customs of the society where the language is used. Therefore, by understanding the lyrics and context of songs, one can also gain a deeper understanding of the culture behind the language. Furthermore, the

enjoyment and love for particular songs can serve as an additional motivation to learn English. People tend to be more enthusiastic about understanding the lyrics of their favorite songs, which in turn can enhance their language skills. Lastly, listening to songs with English lyrics also provides practical opportunities to practice reading skills. It's a fun and relaxed way to improve English comprehension without pressure. However, it's important to remember that watching songs with English lyrics alone is not sufficient as the sole method to improve English proficiency. Combine it with various other English learning activities such as reading books, watching movies, speaking with native speakers, and practicing writing for optimal results.

This research offers a comprehensive examination of the impact of watching English-language songs on an individual's ability to acquire a second language. From a psycholinguistic perspective, this research promises several valuable contributions and implications. Firstly, the research findings can provide better insights into effective language learning methods. By analyzing how songs influence second language acquisition, this research can enrich existing learning approaches and inspire the development of new methods that are engaging and effective for English language learners. Moreover, from a psycholinguistic standpoint, this research can open a broader understanding of the process of second language acquisition in the human mind. By understanding how the brain processes a second language through songs, this research can make significant contributions to psycholinguistic theories related to language learning.

The practical implications of this research are also highly valuable. The recommendations generated can assist English language teachers and other second language instructors in improving their teaching practices. By knowing the most effective ways to utilize songs in learning, educational practitioners can enhance the quality of their students' learning experiences. Additionally, the research can provide insights into how culture and context influence second language acquisition. This is crucial in the context of globalization, where cultural understanding is highly necessary in foreign

language learning. Finally, the research can also stimulate further research development in the field of psycholinguistics, especially related to the use of specific media in second language learning. This can pave the way for more in-depth and focused research efforts to better understand how we learn and acquire a second language. Thus, this research has the potential to make valuable contributions to the field of second language learning, psycholinguistics, and education as a whole, with practical implications in language teaching and learning.

#### **IV. CONCLUSION**

A thorough psycholinguistic study on the influence of watching English-language songs on second language acquisition offered valuable insights into how humans acquire a second language. With the widespread popularity of audiovisual media like songs, this research deepened our understanding of how multimedia experiences impact the process of second language acquisition. The aim of this study was to investigate how watching English-language songs affects individuals' ability to acquire a second language. Employing a psycholinguistic approach, the study delved into the cognitive mechanisms underlying this influence, enriching our comprehension of second language learning from both psychological and linguistic perspectives. Through a comprehensive review of second language learning experiences via songs, this research made significant contributions to language education, psycholinguistic theory, and learning methodologies. The findings of this study have the potential to enhance current second language learning techniques and shed light on the influence of culture and context on second language acquisition. Consequently, this study plays a pivotal role in advancing our understanding of the second language acquisition process and lays the groundwork for the development of more effective, learner-centered second language learning methods.

This research aimed to explore the influence of watching English-language songs on the improvement of proficiency in a second language, particularly in comprehension, vocabulary enrichment, pronunciation enhancement, listening sensitivity, and reading fluency. A study investigating the impact of watching songs with English subtitles on English language proficiency yielded interesting results.

Firstly, research participants reported a significant improvement in understanding the meaning of songs. By reading the lyrics while listening to the song, they were able to decipher the message contained in the lyrics better. Furthermore, observations also indicated an increase in vocabulary enrichment. Participants reported that seeing words in the context of songs and listening to their pronunciation helped them identify and use new vocabulary with more confidence. Then, in terms of pronunciation accuracy, participants showed significant improvement. By paying attention to how words were pronounced in songs and reading the text simultaneously, they were able to improve pronunciation overall. Moreover, participants also reported an improvement in their sensitivity and acuity in listening to English. They became more familiar with the intonation, accent, and speaking styles in English songs. Lastly, the research results showed an increase in reading fluency in English.

After getting used to reading song subtitles, participants felt more comfortable reading and understanding English text in general. Thus, this research reaffirmed that watching songs with English subtitles had significant benefits in enhancing various aspects of English language proficiency. It demonstrated that this experience was not only enjoyable but also effective as a valuable tool for English language learning. Further research was needed, however, to not only focus on the influence of songs with English subtitles on second language acquisition but also to conduct comparative studies on the effectiveness of second language learning through songs with English subtitles compared to other learning methods, such as conventional learning, the use of images, or audiovisual without subtitles.

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