

THE STUDENTS' PERCEPTION IN LEARNING VOCABULARY THROUGH ENGLISH RELIGIOUS SONG LYRICS AT CONVENTUAL FRANCISCAN POSTULANCY-INDONESIA

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ABSTRACT

The objective of the study is to find out the students' perceptions in learning vocabulary through English religious song lyrics. This study was conducted at Conventual Franciscan Postulancy-Indonesia. The research was designed by using Qualitative Descriptive Method. It involved 20 students of academic year 2025-2026 as the subjects of the study. The data was collected by using Questionnaire (Likert Scale) and Interview. The research findings show that most of the students had good perceptions in learning vocabulary through English religious song lyrics. Furthermore, they also found that song lyrics can be used as one of the enjoyable media in learning. The result of questionnaire had shown that the percentage from students who agreed that song lyrics can be used as one of the most important media in learning vocabulary which can motivate them during class was most of the students agreed. Through the data of interview can be also seen that most of the students gave positive responds or perceptions in using song lyrics during vocabulary class. It can be stated that this media can help the students in learning vocabulary and establishing their mood during class.

Keywords: *Perception, Learning Vocabulary, Religious Song Lyrics.*

INTRODUCTION

Perception is defined as the way you notice things, especially with the sense (Oxford Dictionary, 2008). Perception deals with the human senses that generate signals from the environment through sight (eyes), hearing (ears), touch (skin and hair), smell (nose) and taste (tongue). In this study, the researcher uses student's perception which are obtained from their experience during class. The student's perception is the process of students to interpret and organize an environment into meaningful information which cover student's feeling of like or dislike towards something, it includes positive and negative opinion (Nisa, 2019). The data of student's perception was taken from questionnaire that was given to 20 students. Furthermore, the interview was also done to enrich the source of data.

In learning foreign language (English), vocabulary mastery is very important. Vocabulary can establish learners' competence. It will be impossible the learners acquire the skills of Reading, Writing, Listening and Speaking without mastering vocabulary. It can be said that learning vocabulary is the first step in learning foreign language. According to Cameron (in Sari, 2019), the aspects of vocabulary mastery include pronunciation, spelling, and meaning. Learning words doesn't only involves learning how to find out the meaning through dictionary but also how to pronounce it and how to spell it well. They have a unity. Vocabulary is a familiar collection of words that we often hear in language to a person (Sari, 2019). It means that more often someone hear certain words and keep them in the brain, therefore they will be remembered and memorized easier. To be able to teach as effectively as possible, it is important to know, how words are remember and stored in students' minds and how long term memory is organized, Thornbury (in Savitri, 2016). Moreover, students need to acquire the ability to store the information for as long as possible. There are some ways can be chosen to make learning vocabulary as effective as possible, such as Repetition, Motivation, Picture, and Song/Music. Through this choices, the learners will be easier to master vocabulary. The creative and effective techniques need to be applied by teachers to help students succeed in learning vocabulary.

There are some media that can be used in learning vocabulary on purpose to make students have fun and enjoy during teaching learning process therefore the goal can be achieved. Through some experiences of teachers and students that had been taken from the interview and observation, it was found that students get easily boring in learning vocabulary. The text books or worksheets make them sleepy more often. Even though they are suggested to look up dictionary more often, but it seems that is not the best solution. It needs something to dig out the student's desire or motivation in learning vocabulary. Song lyric is a good media in learning vocabulary. It can be a good solution for the teachers to set up the enjoyable classroom during this subject. Song lyric can be a good choice in learning vocabulary for the students in pre-school up to university. But, the teachers should consider the suitable song lyrics for the certain ages.

The use of song lyrics in English language learning, especially in learning vocabulary is very helpful. It is a great way to remember many words and helps students in remembering the new words easier. According to Wallace (in Nisa, 2019) on his study result, it revealed that music when repeated, simple and easily learned can make a text more easily learned and better

recalled than when the same text is learned without any melody. It means that songs are able to make the process of learning the new words become easier. Song lyric is considered as one of alternative ways to improve English especially in learning vocabulary.

Some previous researches had been conducted related to students' perception on learning vocabulary through song lyrics. Oktafiani, L. (2020) had conducted the research entitled: The Students' Perceptions in Learning Vocabulary through English Songs of Eleventh Grade Students at MAN 2 JEMBER in 2019/2020 Academic Year. The purpose of this research is to know the students' perceptions on using English song in learning vocabulary of eleventh grade students and to find out the students' difficulties on using English Song as media in learning vocabulary. Based on data of the questionnaire and interview, the researcher obtained the data about the support of English songs toward the students' English developments. The result showed that English songs were capable in helping the students in learning vocabulary as one of their learning sources. Meanwhile, the researcher found that the most of the students had difficulties in learning parts of speech (adjective, noun and verb) through English song lyrics and they preferred to study with English books.

Furthermore, Nisa (2019) had conducted also the study entitled: Students' Perceptions towards the Implementation of YouTube Song Video Content for Learning English Song Lyrics. The result is students had good perception, the students gave positive respond in every activity conducted in the classroom because the song make the class become more conducive, fun, and meaningful, so it influenced their ability in listening improved well. Not only that, they also mastered the component of language in English, such as grammar, vocabulary, and pronunciation. The result of questionnaire and interview, the percentage from students who disagree that learning English song lyric improved their understanding in identifying grammatical structure. Even though they have learnt grammar for many times, but they still have difficulties in learning grammatical structure. Not only that, students also have difficulties in differentiating the native speaker accent, such as American accent and British accent.

Meanwhile, this research is different from the both previous studies above. It can be seen from the choice of song genre. This study applies religious song lyrics in English but the both previous studies apply the general English songs.

Moreover, to investigate further about students' perception in learning vocabulary through song lyrics, then the researcher conducts the study entitled: The Students' Perceptions in Learning Vocabulary through English Religious Song Lyrics at Conventual Franciscan Postulancy-Indonesia. The religious song is chosen in this study because the students are the candidates for Catholic Priests. Their curriculum for English is collaborated between General English and ESP (English for Specific Purposes). Therefore, the lecturer often use religious song lyrics as media in teaching vocabulary because it is a religious institution. Their curriculum was designed as English for Theology and Philosophy.

LITERATURE REVIEW

Vocabulary mastery is one of the fundamental aspects of English language learning because it supports learners in developing the four language skills: listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, learners may encounter difficulties in comprehending and producing language effectively. According to Dakhi (2019), vocabulary serves as the foundation of language proficiency and plays a significant role in facilitating communication. Therefore, English teachers are encouraged to employ effective and engaging instructional strategies that can enhance students' vocabulary acquisition. One of the instructional media that has received considerable attention in English language teaching is the use of songs. Songs provide authentic language input and create an enjoyable learning environment that can increase students' motivation and engagement during the learning process. Kuśnierek (2016) argues that music and songs facilitate vocabulary learning because rhythm, repetition, and melody help learners remember new words more easily and retain them for a longer period. Similarly, Md Zamin et al. (2020) found that songs contribute positively to vocabulary development by exposing learners to contextualized language and repeated lexical items.

The effectiveness of songs in vocabulary learning has been supported by numerous empirical studies. Fachraini (2017) reported that the use of English songs significantly improved students' vocabulary mastery and increased their enthusiasm for learning English. Likewise, Gushendra (2017) demonstrated that students who learned vocabulary through songs achieved better learning outcomes than those who learned through conventional methods. Songs not only assist learners in acquiring new vocabulary but also improve pronunciation and listening skills because learners are exposed to authentic language use (Pratiwi, 2018). Furthermore, repetition in song lyrics enables students to memorize vocabulary more effectively and

promotes long-term retention (Muflihah, 2016). As a result, songs are considered an effective medium for creating meaningful and enjoyable language-learning experiences.

Students' perceptions toward learning media are equally important because positive perceptions can influence motivation, participation, and learning achievement. Perception refers to the process through which individuals interpret and evaluate experiences based on their interactions with the environment (Oxford University Press, 2008). In educational settings, students' perceptions reflect their attitudes, feelings, and evaluations of learning activities and instructional methods. Similarly, Klimova and Poláková (2020) emphasize that learners tend to demonstrate greater motivation and engagement when instructional media are perceived as enjoyable and relevant to their learning needs.

According to Kurnia (2017) and Ramadini and Halimah (2019) that songs effectively supported vocabulary acquisition among young learners and elementary school students by creating a more engaging learning environment. It suggests that songs can function as an effective instructional medium across different educational levels.

In the context of religious education, the use of English religious songs may provide additional benefits because the content aligns with students' academic and spiritual backgrounds. Palimbunga (2016) argues that English for Specific Purposes (ESP) materials should be designed according to learners' needs and educational contexts. For students studying theology and philosophy, religious song lyrics offer meaningful and relevant language input while simultaneously supporting their spiritual formation. However, despite the growing body of research on song-based vocabulary learning, studies focusing specifically on English religious song lyrics remain limited. Therefore, investigating students' perceptions of learning vocabulary through English religious song lyrics is important to enrich the existing literature and provide insights into the effectiveness of context-specific instructional media in English language learning.

METHODS

The research was designed by using Qualitative Descriptive Method. The qualitative descriptive research produces descriptive data in the form of written words or oral from the subject and its behaviour that can be observed, therefore the goal of the research is an individual understanding and its background completely. The qualitative descriptive research is an approach for exploring and understanding the meaning individuals or groups ascribe to

a social or human problem, Creswell (in Oktafiani, 2020). Based on McMillan (in Oktafiani, 2020) qualitative research describes and analyses individual and collective social actions beliefs thought and perceptions. In addition qualitative research is especially effective obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular population. Qualitative data can also enhance and enrich the findings (Taylor and Trumbull, 2005; Mason, 2006) and, help generate new knowledge, Stange (in Nisa, 2019).

The study was conducted at Conventual Franciscan Postulancy-Indonesia at Jl.Sibiru-Biru, Delitua. It is the Formation House of the candidates for Catholic Priests. There were 20 students taken as the subjects of research. In this study, the researcher used Purposive Sampling technique to select the subjects of research, which the sample can be taken between 10-15% or 20-25% or more. Ali (in Nisa, 2019) stated that purposive sampling technique is based on a certain consideration made by the researcher themselves, based on the characteristics of the population known previously. The research was done in June 2026.

The data was collected by using 2 instruments: Questionnaire (Likert Scale) and Interview. The first instrument was Questionnaire. The researcher arranged 10 questions. Each item of the questionnaire had five alternative answers:

- SA : Strongly Agree
- A : Agree
- U : Undecided
- D : Disagree
- SD : Strongly Disagree

The second instrument was Interview. The interview was done to obtain more data/information from the students related to their perception. It was a structured interview. The researcher designed some questions to be asked during the interview. Interview enriched the data taken from questionnaire.

In data analysis, the researcher used the theory of Miles, Huberman & Saldana (2014) concept. The figure can be seen below:



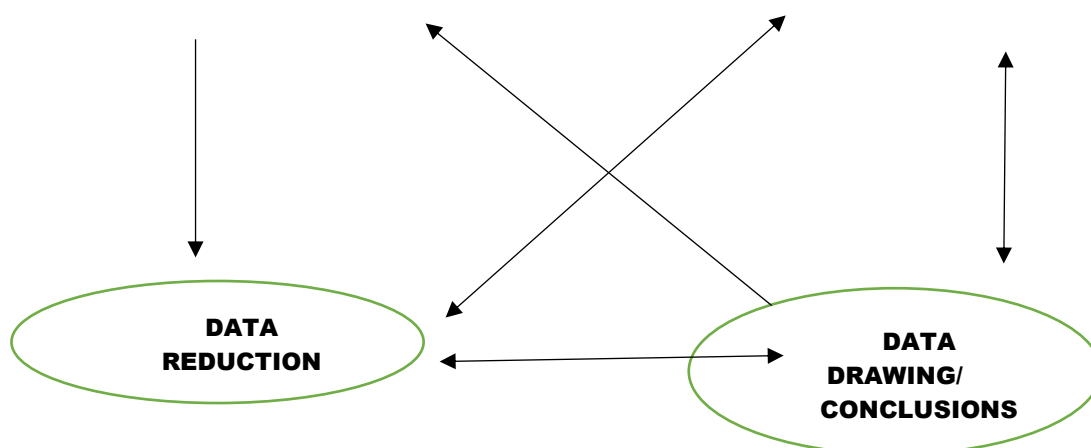


Figure1: Component of *DATA ANALYSIS*: interactive model.

RESULTS

The researcher presented the findings of the Questionnaire in Table 1 below. It was filled in by 20 students. Their answers to the statements are provided in percentages (%). The researcher interpreted the “Agree” and “Strongly Agree” responses as students’ positive opinion in the questionnaire. Meanwhile, the “Disagree” and “Strongly Disagree” responses were interpreted as students’ negative opinion. The rest of the answers were “Undecided”. After collecting all questionnaire, then the data were processed. To find out the percentage (%), the researcher used the formula:

$$P = f/n \times 100 \%$$

P : Percentage (%)

f : Number of respondents based on degree of agreement

n : Number of all respondents

Table 1. Questionnaire Findings on the Students’ Perceptions in Learning Vocabulary through English Religious Song Lyrics.

NO	QUESTIONS	SA	A	U	D	SD
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1	I like to learn vocabulary by using Religious English song lyrics.	65%	35%	0%	0%	0%
2	The English song lyrics enrich my vocabulary mastery.	40%	40%	20%	0%	0%
3	The English songs help me to memorize new vocabularies.	40%	55%	5%	0%	0%
4	Learning vocabulary through English song lyrics makes me happy and enjoyable.	90%	10%	0%	0%	0%
5	The use of English song lyrics is very important in learning vocabulary.	35%	63%	2%	0%	0%
6	I can also learn vocabulary with its native pronunciation through English song.	10%	85%	5%	0%	0%
7	The use of English song lyrics is a suitable media in learning vocabulary.	5%	95%	0%	0%	0%
8	Through English song, I learn the formal vocabularies.	5%	45%	45%	5%	0%
9	I can keep longer the words in my mind when learning vocabulary by using English song lyrics.	60%	35%	5%	0%	0%
10	Singing English songs help me to learn to speak like native speaker.	40%	60%	0%	0%	0%

(SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree)

Statement number 1 investigated about whether students like or dislike to learn vocabulary by using religious English song lyrics. The data shown that 65% students chosen SA (Strongly Agree) and 35% students chosen A (Agree). It means that all students agreed that they like to learn vocabulary by using religious English song lyrics.

Statement number 2 investigated about whether the English song lyrics enrich their vocabulary mastery or not. From the data can be seen that 40% students gave opinion SA (Strongly Agree) and 40% students chosen A (Agree). While the rest, 20% students gave U (Undecided) choice. Through this percentage can be said that mostly students agreed that song lyrics enrich their vocabulary mastery.

Statement number 3 concerned with the English song lyrics help students to memorize new vocabularies. The data has shown that 40% students gave opinion **SA** (Strongly Agree) and 55% students chosen **A** (Agree). Then, 5% students gave **U** (Undecided) choice. Based on this percentage can be concluded that mostly students agreed that the English song lyrics help them to memorize new vocabularies.

Statement number 4 dealt with learning vocabulary through English song lyrics makes students happy and enjoyable. Through the data can be seen that 90% students gave opinion **SA** (Strongly Agree) and 10% students chosen **A** (Agree). While the rest, 0% students did not give the choice. It means that all students agreed that English song lyrics gave happiness and enjoyable during learning vocabulary.

Statement number 5 investigated whether the use of English song lyrics is very important in learning vocabulary or not. The data has shown that 35% students gave opinion **SA** (Strongly Agree) and 63% students had chosen **A** (Agree). While the rest, 2% students put **U** (Undecided) choice. It can be stated that most students agreed that the use of English song lyrics is very important in learning vocabulary.

Statement number 6 concerned with through English song lyrics, students can also learn vocabulary with its native pronunciation. The data has shown that 10% students gave option **SA** (Strongly Agree) and 85% students chosen **A** (Agree). Then, 5% students gave **U** (Undecided) choice. Based on this percentage can be concluded that mostly students agreed that through English song lyrics, students can also learn vocabulary with its native pronunciation.

Statement number 7 investigated whether the use of English song lyrics is a suitable media in learning vocabulary or not. The data shown that 5% students chosen **SA** (Strongly Agree) and 95% students chosen **A** (Agree). It means that all students agreed that the use of English song lyrics is a suitable media in learning vocabulary.

Statement number 8 dealt with through English song lyrics, students learn the formal vocabularies. Through the data can be seen that 5% students gave opinion **SA** (Strongly Agree) and 45% students had chosen **A** (Agree). While the rest, 45% students gave the choice **U** (Undecided) and 5% students had chosen **D** (Disagree). It can be concluded that only 50% students agreed that through English song lyrics, they learn the formal vocabularies.

Statement number 9 investigated whether students can keep longer the words in mind when learning vocabulary by using English song lyrics or not. The data shown that 60% students gave opinion **SA** (Strongly Agree) and 35% students chosen **A** (Agree). While the rest, 5% students gave **U** (Undecided) choice. Through this percentage can be said that mostly students agreed that students can keep longer the words in mind when learning vocabulary by using English song lyrics.

Statement number 10 dealt with singing English song lyrics help students to learn to speak like native speaker. Based on the data can be seen that 40% students gave option **SA** (Strongly Agree) and 60% students chosen **A** (Agree). Based on this percentage can be concluded that all students agreed that singing English song lyrics help them to learn to speak like native speaker.

Through interview, it was obtained data:

When the researcher asked the students about their opinion in learning vocabulary through English religious song lyrics, then most of students answered: *sangat bagus, nggak bikin ngantuk belajar, mantap, jadi semangat belajarnya, maunya tiap belajar vocab pake song, pakai lagu religious English belajar vocabulary jadi gampang, semakin sering lagu diputar semakin hafal vocabulary nya, bagus kali pakai lagu religious English belajar vocabulary nya, kita tambah kudos, nggak serius kali belajar, and nggak stress.*

When the researcher asked the students about their opinion on advantages of learning vocabulary through English religious song lyrics, then most of students answered: *Enjoy belajar, gampang hafal, tau cara pengucapannya kayak native*

speaker, gampang menangkap, kita juga tau cara ucapannya tanpa buka Kamus, gampang ingat vocabulary, bisa tau cara pronunciation juga, gampang ingat, bisa tau cara mengucapkannya seperti orang bule and cepat hafal.

When the researcher asked the students about their favourite English religious song lyrics, then most of students answered: *Ave Maria* and *Above All Power*. Most of students agreed that religious English song lyrics is very important in learning vocabulary.

DISCUSSION

Through the research findings, it was obtained data that most of the respondents on questionnaire gave positive responds, meanwhile only less of them had shown the negative responds or undecided. The respondents in this research were the students in a religious institution (the candidates for Catholic Priests) in which their curriculum for English is collaborated between General English and ESP (English for Specific Purposes) and designed as English for Theology and Philosophy. Thus, the lecturer in the class often uses religious song lyrics as a media in teaching vocabulary. It seems that English religious song lyrics can be considered as one of the best media in teaching vocabulary for the students at this Postulancy.

Firstly, based on the data from questionnaire and interview can be stated that most of the students like to study vocabulary by using media English religious song lyrics. It can be proved from data of questionnaire (see Table.1; statement number 1) that 65% students chosen SA (Strongly Agree) and 35% students chosen A (Agree). It means that all students agreed that they like to learn vocabulary by using religious English song lyrics. Furthermore, this data is also supported by statement number 4 (see Table.1; statement number 4) which dealt with learning vocabulary through English song lyrics makes students happy and enjoyable. Based on the data can be seen that 90% students gave opinion SA (Strongly Agree) and 10% students chosen A (Agree). The students' positive responds during interview also enriched this research findings. The students' enthusiasm in learning vocabulary through English religious song lyrics had been shown through their answers (*sangat bagus, nggak bikin ngantuk belajar, mantap, jadi semangat belajarnya, maunya tiap belajar vocab pake song, pakai lagu religious English belajar vocabulary jadi gampang, semakin sering lagu diputar semakin hafal vocabulary nya, bagus kali pakai lagu religious English belajar vocabulary nya, kita tambah*

kudus, nggak serius kali belajar, and nggak stress). Therefore, it can be concluded that English religious song lyrics can be used as a good media that can attract students in learning vocabulary.

Secondly, the use of English religious song lyrics gives some advantages for the students in their vocabulary mastery. It can be concluded from the data that was taken from questionnaire (see Table.1; statement number 2, 3,6,8,9 and 10). Statement number 2 investigated about whether the English song lyrics enrich their vocabulary mastery or not. From the data can be seen that 40% students gave opinion SA (Strongly Agree) and 40% students chosen A (Agree). Statement number 3 concerned with the English song lyrics help students to memorize new vocabularies. The data has shown that 40% students gave opinion SA (Strongly Agree) and 55% students chosen A (Agree). Statement number 6 concerned with through English song lyrics, students can also learn vocabulary with its native pronunciation. The data has shown that 10% students gave option SA (Strongly Agree) and 85% students chosen A (Agree). Statement number 8 dealt with through English song lyrics, students learn the formal vocabularies. Through the data can be seen that 5% students gave opinion SA (Strongly Agree) and 45% students had chosen A (Agree). Statement number 9 investigated whether students can keep longer the words in mind when learning vocabulary by using English song lyrics or not. The data shown that 60% students gave opinion SA (Strongly Agree) and 35% students chosen A (Agree). Statement number 10 dealt with singing English song lyrics help students to learn to speak like native speaker. Based on the data can be seen that 40% students gave option SA (Strongly Agree) and 60% students chosen A (Agree). This data was also strengthened by the answers of students during interview (*Enjoy belajar, gampang hafal, tau cara pengucapannya kayak native speaker, gampang nangkap, kita juga tau cara ucapannya tanpa buka Kamus, gampang ingat vovabulary, bisa tau cara pronunciation juga, gampang ingat, bisa tau cara mengucapkannya seperti orang bule and cepat hafal*). It can be formulated that the students get so many advantages through English religious song lyrics during learning vocabulary.

Lastly, this research is also relevant with some of previous researches. However, this research is unique and different in choosing “genre of songs”. The researcher used religious song lyrics. It was based on the students (as respondents) study in a religious institution (the candidates for Catholic Priests). In fact, the English religious song lyrics are able to motivate, encourage, satisfy and help the students in learning vocabulary. It can be said that this media can help the students in learning vocabulary and establishing their mood during class. It can be proved

through the data of questionnaire (see Table.1; statement number 5 and 7). Statement number 5 investigated whether the use of English song lyrics is very important in learning vocabulary or not. The data has shown that 35% students gave opinion SA (Strongly Agree) and 63% students had chosen A (Agree). Statement number 7 investigated whether the use of English song lyrics is a suitable media in learning vocabulary or not. The data shown that 5% students chosen SA (Strongly Agree) and 95% students chosen A (Agree). It means that all students agreed that English religious song lyrics as a suitable media in learning vocabulary.

CONCLUSION

After conducting the field research at Conventual Franciscan Postulancy-Indonesia and collecting the data by using the questionnaire and interview, then the researcher analysed the data and formulated the conclusion. Based on the result can be concluded that most of students gave the positive or good perceptions in learning vocabulary through English religious song lyrics. Moreover, the students can enjoy their vocabulary class when the lecturer play songs. They also found many advantages of English religious song lyrics during class. Furthermore, the students hope that the lecturer uses English religious song lyrics in teaching learning process because it seems that this media can improve their vocabulary mastery and motivation in learning vocabulary.

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