

# LEARNING VOCABULARY THROUGH SONGS: A STUDY ON THE ROLE OF MUSIC IN TEACHING VERBS

Ainul Azmin Md Zamin<sup>1\*</sup>, Nor Azrul Hardi Adzmi<sup>2</sup>, Maslawati Mohamad<sup>3</sup>

<sup>1</sup>Kulliyah of Islamic Revealed Knowledge & Human Sciences, International Islamic University Malaysia, <sup>2</sup>Kulliyah of Islamic Revealed Knowledge & Human Sciences, International Islamic University Malaysia, <sup>3</sup>Faculty of Education, Universiti Kebangsaan Malaysia.

Email: <sup>1\*</sup>ainul\_azmin@iium.edu.my, <sup>2</sup>azrul\_hardi@gmail.com, <sup>3</sup>maslawati@ukm.edu.my

Article History: Received on 13<sup>th</sup> December 2019, Revised on 29<sup>th</sup> January 2020, Published on 08<sup>th</sup> February 2020

## Abstract

**Purpose of the study:** This study aims to investigate how the use of songs in English language classrooms could aid tertiary students to increase their verb vocabulary repertoire.

**Methodology:** This quantitative study was carried out among diploma students from a local university in Malaysia. The students were exposed to various English songs during their English lessons. Pre-test and post-test were conducted in this study.

**Main Findings:** The use of songs can increase vocabulary acquisition among English language learners at tertiary level. The use of songs is able to provide a fun way of picking up new words.

**Applications of this study:** The findings of this research indicate that English language teachers of tertiary students should use English songs as classroom activities to facilitate their students' language learning and motivate them in acquiring new English vocabulary. The findings of this research are useful for university policymakers, teachers, and students.

**Novelty/Originality of this study:** In this research, the use of English songs from contemporary genres, such as Western or Islamic songs can be an effective way to promote language learning.

**Keywords:** *Songs, Vocabulary, Verbs, Undergraduate Students, Teaching English as a Second Language, Tertiary Level.*

## INTRODUCTION

In today's increasingly diverse and interconnected world, English has become a global lingua franca that greatly facilitates cross-cultural communications among people from different nations and cultures (Seidlhofer, 2005). As a primary language of various countries throughout the world, possessing a good grasp of the English language is also advantageous to one's advancement in a career (Juliza & Maslawati, 2018). Juliza and Maslawati (2018) further claimed that learning English as a second or foreign language has become increasingly important among tertiary students in their pursuit of getting employed. However, adults often find it difficult to become proficient in a second or foreign language compared to children (Lin, 2015). Picking up new English words or vocabulary is usually a struggle for many adults. In the present digital era, there are many platforms and tools to help these adults learning new words. Listening to music is one of them.

Songs are everywhere and they are part of people's everyday life. It is found in every culture (McDermott & Hauser, 2005). According to McDermott and Hauser, songs can evoke a wide range of feelings. They added, it is widely accepted that people pay a big amount of money in musical business. Some people use songs to create a social environment, form a feeling of partnership, or dance (Murphey, 1992). In addition, listening to songs could be a source of pleasure and relaxation. Using songs in language teaching and learning is not a new idea. Introduced a teaching method that uses music in language learning. This teaching method is known as 'Suggestopedia'. As the name suggests, the method yields positive results. Suggestopedia was also deemed as 'pseudo-science' by Richards and Rodgers (2001). They highlighted that all the teaching approaches have strengths and weaknesses. Therefore, teachers should select teaching approaches that are suitable to their students' needs, age, proficiency level and interests in order to optimize the effectiveness of language teaching and learning.

However, the researchers of the above studies do not extend their research on identifying the positive effects of songs on tertiary students. To date, there is still a lack of study on the effects of using English songs in teaching English verbs at the tertiary level. Therefore, this current study aimed to identify the effectiveness of using English songs in teaching tertiary students' verbs. The researchers hypothesized that prior to these study English songs could serve as a tool that could expand tertiary students' vocabulary repertoire.

## LITERATURE REVIEW

This current research is based on Krashen's (1982) theory - input hypothesis and affective filters (Segal, 2014). The proponents of the input hypothesis state that comprehensible input should be created before using the materials in language teaching. Only then, language learning could occur. Through current modern technology, language learning can be achieved via means that Krashen (1982) was not able to envision when he first introduced the idea. Peters and

[Webb \(2018\)](#) found that the repetition of single words and multi-words in songs and on-screen dialogues are effective L2 input.

Meanwhile, proponents of the affective filter by Krashen state that when self-consciousness does not interfere with learning, students could become attentive learners. Consequently, learning could occur without any difficulties. These difficulties are the results of psychological anxieties. Krashen's suggestion on lowering students' affective filter or anxiety level in order to create optimum language learning has been accepted by many scholars. One of the scholars, [Segal \(2014\)](#), has proven through his research that using songs in teaching English in an ESL environment confirms the abovementioned hypotheses.

Learning a second language requires a student to assimilate his knowledge of his first language in terms of grammar, vocabulary, and pronunciation with the target language. [McCarthy \(1990\)](#) said, "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way" (p. viii). [Ur \(2012\)](#) supported McCarthy's statement by proving that in reading activities, students could not understand a text if they do not acquire or possess a sufficient number of words in the second language. [Szpotowicz and Szulc-Kurpaska \(2009\)](#) also believe that students like to learn new vocabulary as they are curious and love experiencing new lexical items. These researchers also suggested that there is a need for teachers to do proper planning before carrying out their planned activities in language classes.

The use of songs for second language teaching should be given attention as in the present era students are very close to songs. Students spend a lot of time listening to them. Teaching English using songs has been a common practice in schools especially at preschool and lower primary levels ([Kusnierek, 2016](#)). [Engh \(2013\)](#) mentioned that many teachers instinctively feel that music is useful in teaching English but their effort is quite limited due to the lack of theoretical foundation to support their effort. Engh concluded that the use of songs in language learning should be further studied because many empirical pieces of evidence have proven their effectiveness. However, the use of songs at the tertiary level is bound by the rules and regulations of the college or university, and the socio-cultural norms of that place (where the songs will be used). For example, it is not appropriate for teachers to use songs that contain explicit content such as sex, drugs, and violence in classrooms. Similarly, it is not suitable for teachers to use songs that are against the religious belief or moral code of practice held by the college authority. Thus, it is important to further investigate how songs could be used to increase tertiary students' vocabulary repertoire.

### Relevant past studies

[Rahmawati \(2010\)](#), [Kusnierek \(2016\)](#) and [Maneshi \(2017\)](#) conducted their study on primary schools' pupils. Rahmawati's main focus was on the acquisition of nouns using children's songs, whilst both [Kusnierek \(2016\)](#) and [Maneshi \(2017\)](#) focused on the acquisition of vocabulary. Their studies used popular songs that are readily available in mass media. These are indeed in line with Lenneberg's Critical Period Hypothesis ([Friedmann & Rusou, 2015](#)). According to them, learning begins at the maturation of one's brain. They further added that learning ends when one's brain lost its plasticity. As students also learn about the target language ([Segal, 2014](#)) culture through songs, thus, it is highly advisable that teachers carefully choose songs that they plan to use in class.

Current songs are popular among youth, however, if they contain explicit content they should not be exposed to the students. However, when teachers do not use contemporary songs, this resulted in feelings of discontent among the students and their teachers. The feelings of discontent are due to differing musical tastes ([Kusnierek, 2016](#)). Therefore, teachers should discuss with their colleagues and students in terms of song selection. Such an effort could result in open discussions in the classroom where students could practice what they have learned. [Segal \(2014\)](#) further mentioned that when teachers are not well prepared or well-versed in the song lyrics that they choose, it could result in disrupting the teaching flow. In order to avoid this from happening, teachers should take some time to prepare and learn the song and its lyrics before using it as a classroom activity

### METHODOLOGY

The researchers employed a quantitative approach in this study. In this quasi-experimental study, students who were the respondents underwent a pre-test and post-test. There were 29 students in the control group and 24 students in the experimental group. The pre-test was conducted before the intervention. The post-test was carried out after the one-month period of intervention. Both tests were conducted to determine their current knowledge of verbs in English. Both tests are used to identify the respondents' language ability before the intervention as well as the impact of the intervention after the sessions have ended. The students were then told that the tests were on verbs in their root word form and that they should fill in the blank with one word only. Using 18 questions, students are required to correspond to them using a single-word verb for both pre-test and post-test. These tests were adapted from [Kusnierek \(2016\)](#) and [Rafiah, and Yee and Kee \(2016\)](#). The pictures in the pre-test and post-test questions are on daily activities. The students should already know the verbs of the pictures at least in their mother tongue.

At the end of the one-month period (after four lessons using songs), students answered a post-test to reflect their vocabulary knowledge. Students in the control group were exposed to four (4) vocabulary lessons containing the same verbs in the lessons. The experimental class group is the group with the use of songs in the English lessons.

The following are the steps that were employed in teaching the experimental group. These steps are suggested by [Simpson \(2015\)](#):

1. Listening to the song;
2. Asking questions about the title;
3. Listening to the song with lyrics;
4. Focusing on a particular verb tense or aspect of grammar;
5. Focusing on vocabulary, idioms, and expressions;
6. Ending the lessons with creativity.

The experimental group was exposed to both songs *When We Were Young* and *Awaken* in all four sessions. In each session, the students were exposed to the verbs used in the songs. It was followed by a discussion on the vocabulary meanings and their usage in contexts. Students were asked to listen to the songs before they were given a quiz to test their comprehension of the lyrics. In the discussion, the teacher encouraged the students to read and spell out their answers. If their answers were incorrect, for example, spelling and pronunciation, instructions were given asking them to make corrections. This process was repeated in all four (4) sessions.

Upon completion, the students from both the control (29 students) and experimental (24 students) groups underwent a post-test. The data were compared before and after the treatment. The t-tests were used to determine whether there is a significant difference between the pre-test and post-tests of both groups.

### Song selection

As mentioned earlier, although there are many advantages of using songs in a second language-learning classroom, there are also multiple reasons that could cause it to fail. Therefore, it is crucial for the songs to be carefully selected before using them in a classroom. Although there are no strict rules when selecting a song for language acquisition, Griffiee (cited in [Kusnierek \(2016\)](#)) lists several criteria to consider which are categorized into four groups; the class, the teacher, classroom opportunities, and music. [Nation and Webb \(2011\)](#) also listed out several conditions prior to choosing a song for English lessons. The first condition is that students are not familiar with the songs before the study is conducted. This condition increases the internal validity of the study by ensuring any learning gains found in the study can be attributed to the learning conditions. The second condition is to ensure that the songs are both age-appropriate and interesting to the students. [Nation \(2007\)](#) suggested that listeners need to be interested in the materials used in order for incidental vocabulary learning to take place. Third, the selected songs need to have single word items and collocations which can be used to measure the vocabulary gains of students after the study. Lastly, the fourth condition is to ensure that the students already have 95% knowledge of the vocabulary in the songs to facilitate optimum learning ([Nation, 2007](#)).

The two songs selected in this study fulfilled at least three (3) conditions mentioned above. For example, the first condition was met by choosing a less popular song, *Awaken*, by Maher Zain. Adele's song, *When We Were Young*, was produced and released in 2016 also fulfils the conditions. Both songs do not contain explicit lyrics, such as swear words, violent content, or sexual references. Both songs are age-appropriate. They are suitable for the diploma students as suggested by the second condition. Both songs also meet the third condition - single words or collocations.

## RESULTS AND DISCUSSION

The following table (Table 1) displays the results from the control groups for pre-test and post-test.

**Table 1:** Control Group Pre-test & Post-Test Score Breakdown

Grade	Number of students who scored for pre-test	Number of students who scored for post-test
75% - 100%	0	0
50% - 74%	1	1
0% - 49%	29	29

Table 1 indicates the number of students from the control group that managed to achieve the criteria listed above. From the table above; pre-test results for the control group show that twenty-nine (29) students failed and one (1) student passed with a 50% score (Grade C). From the twenty nine (29) students that failed, nine (9) students answered all questions incorrectly (0% = Grade F), fifteen (15) students scored below 20% (1% - 20% = Grade F), and five (5)

students scored within the range of 21% to 45% (Grade D & Grade C- respectively). This result was much expected as the students took the test during the first class of the semester before they have benefitted from English lessons with their lecturer. The results also serve as an indication of the students' level of vocabulary knowledge on verbs.

The control group post-test results had produced identical results of their pre-test. Although some students' marks show improvements, they still remained in the same failing grade. Aside from not going through the verbs lessons with the aid of songs, this outcome could also be due to the rush in catching up with the university English syllabus or the lack of sessions designated by the university as it had been mentioned earlier that the students only have one session of English per week.

As illustrated from Table 1, the post-test results for the control group are identical with their pre-test results, whereby twenty-nine (29) students failed and one (1) student passed with a 50% score. From the twenty-nine (29) students who failed, ten (10) students answered all questions incorrectly (0% = Grade F), eleven (11) students scored below 20% (1% - 20% = Grade F), and eight (8) students scored within the range of 21% to 45% (Grade D & Grade C- respectively).

Similar mistakes were made by the students when answering the post-test. The students answered the questions in the progressive form or gerunds such as going, opening, or showing. Some students did not answer the second page of the test. The answers received in the post-test indicate that they have yet to learn verbs as their sessions have yet to cover the topic. It is also possible that the students could have confused the concept of a verb as they could have mistaken verb for tenses and nouns, which could explain them answering the post-test in the form of gerunds and progressive verbs.

**Table 2:** Results of experimental group pre-test and post-test

Grade	Number of students who scored for pre-test	Number of students who scored for post-test
75% - 100%	0	11
50% - 74%	6	18
0% - 49%	24	1

Table 2 shows that the number of students from the experimental group achieved 75% or higher marks in the pre-test, while six (6) students scored between 50% and 74% (Grade C - A+ respectively). A total of twenty-four (24) students in this group failed the pre-test. Of the twenty-four (24) students that failed, thirteen (13) students answered all questions incorrectly (0% = Grade F), nine (9) students scored below 20% (1% - 20% = Grade F), and two (2) students scored within the range of 21% to 45% (Grade D & C- respectively). A total of 9 students who failed the pre-test but scored between 1% and 20%, indicated that they did know some verbs, for example, *take*, *open*, *buy* or *sell*. Their pre-test results indicated that they knew only 3 of the verbs mentioned earlier. The majority of the students made the mistake of answering the questions with gerunds or in the progressive form such as *talking*, *speaking*, *selling* or *buying*.

This pre-test result is as expected to be similar to the pre-test outcome of the control group due to the fact that the pre-test was conducted during the first class of the semester, before they had begun their lessons with their lecturer and before they were exposed to the treatment planned in this research.

Table 2 also shows the post-test results of the experimental group. A total of eleven (11) students achieved 75% - 100% (Grade A+ - A- respectively) score in the test, while eighteen (18) students acquired a fair or good grade (50% - 74% = Grade B+ - C respectively). Only one (1) student failed the post-test (1% - 34% = Grade F). The post-test results show that the students understood the difference between verbs and gerunds better, which is a stark contrast to their pre-test results. The majority of the students answered most of the questions correctly. Furthermore, from the post-test, the researchers observed that none of the participants obtained 0%, which would have meant failing to answer any questions correctly.

By comparing the pre-test and post-test results of both groups and applying Brookhart's et al. (2016) statement that failing grades (Grade Ds - Fs) suggest weakness in the stated subject of study, it could be concluded that the experimental group performed much better in the post-test after being exposed to the vocabulary lessons using vocabulary-rich English songs as the treatment.

These results also indicate that the students have increased their verb vocabulary power after being exposed to the treatment suggested by this research. It seems that listening to songs that were carried out during the treatment sessions has aided the transfer of the students' receptive vocabulary into their productive vocabulary zone as suggested by Nation (2007) and Benjamin and Crow (2010). These results also show that the repetition of words in songs is an effective type of L2 input for learning vocabulary as suggested by Medina (1993) (cited in Maneshi (2017)). These researchers added that the length of the songs does not matter as long as the teachers are able to fit the songs into their language lessons.

Considering the duration between the pre-test and the post-test was four (4) weeks, it could be assumed that the improvement observed in the experimental group was not just a short-term improvement. Rather, it is a promising

indication that the new verbs they learned have been added into the students' receptive and later turned into the long-term lexicon of productive vocabulary (Scrivener, 2005) because the students are able to perceive the world and retrieve the words' meaning during the post-test.

These results are in line with the findings of the study by Peters and Webb (2018) and Gita & Gusti (2019) which state incidental vocabulary acquisition could happen via watching suitable TV and YouTube programs. In this study, vocabulary acquisition occurred while listening to songs. This also supports the advantages of using music and songs in the classroom as identified in the literature review because people often identify songs as fun (Gita & Gusti (2019). It changes the perception of learning a new language - from frustrating to educational activities that are enjoyable (Murphey, 1992). It promotes vocabulary learning and strengthens them through the stimulation of brain activity by imagining and memorizing the lyrics (Khaydarova, 2018).

One could deduce based on the students' participation in class, that one of the reasons the experimental group showed improvement when the control group did not is because the students in the experimental group enjoyed the lessons containing songs much more than the control group. They may also have related to the songs, as Kusnierek (2016, p. 25) stated that "popular songs touch the lives of learners, and are connected with their various interests and everyday experiences." Being able to relate to and enjoy the songs may have made the students in the experimental group more likely to listen to the songs repetitively outside the classroom, which could have given them the added advantage of incidental vocabulary acquisition that the control group did not experience.

However, despite the positive results shown, it must be noted that these results do not indicate an increase in general language proficiency level, as the treatment of this research only focused on verbs, which represents a single aspect of learning a new language and cannot represent gaining proficiency of an entire language.

In order to investigate if there are any significant differences in the performances, the scores of students were compiled to obtain the mean. The collected scores were then subjected to the test of statistical significance; these were done using the SPSS software using the paired samples t-test function.

**Table 3: Control group performance**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Control	Pre-test	2.633	30	2.539	.46358
	Post-test	2.267	30	2.518	.45972

Table 3 shows that there is no significant difference in the scores for the pre-test (M = 2.633, SD = 2.539) and post-test (M = 2.267, SD = 2.518) results for the control group;  $t(29) = 0.587, p = 0.005$ .

**Table 4: Control Group Differences**

Paired Samples Test									
		Paired Difference							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Control	Pre-test – Post-test	.36667	3.41885	.62419	-.90995	1.64328	.587	29	.561

These results indicate that the students in the control group did not perform as well in their post-test as they did in their pre-test session, and their level of verb vocabulary knowledge stayed at the same level or became worse. The students in the control group were not exposed to any vocabulary activities that used songs in class, which could explain their lack of performance.

**Table 5: Experimental group performance**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean

Experiment	Pre-test	3.100	30	4.294	.78396
	Post-test	12.633	30	2.236	.40820

Meanwhile, Table 5 and Table 6 indicate that there is a significant difference in the scores for the pre-test ( $M = 3.100$ ,  $SD = 4.294$ ) and post-test ( $M = 12.633$ ,  $SD = 2.236$ ) results for the experimental group;  $t(29) = -11.244$ ,  $p = 0.000$ .

**Table 6:** Experimental Group Differences

**Paired Samples Test**

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower			
Experiment	Pre-test – Post-test	- 9.53333	4.64412	.8479	-11.2674	-7.79919	- 11.244	.000

These results show that the students in the experimental group performed exceptionally well in their post-test than they did in their pre-test session. Thus, this could be translated that the students' level of verb vocabulary knowledge increased after being exposed to the songs that contain verbs. These results also mirror the suggestions made by [Nation \(2007\)](#), [Benjamin and Crow \(2010\)](#) and Medina (1993) (cited in [Maneshi, 2017](#)) whereby the students had benefited in the repetition of single and multiword items in the songs that were played for them in class within the given period of time. The words that they had heard and sung during class were later translated into their answers in the post-test.

These findings are also in agreement with Krashen's input hypothesis as cited in [Segal's \(2014\)](#) work, whereby the participants obtained comprehensible input from the songs that they had heard throughout the sessions. As the treatments used songs in the classroom and the teacher allowed the students to sing in class, such conditions had helped to eliminate the students' psychological anxieties as proposed by [Krashen's \(1981\)](#) theory of affective filter. By using songs and allowing students to sing in the classroom, it was observed that the students were less reluctant to ask questions and were more responsive in class.

This study resonates with [Kusnierek's \(2016\)](#) and [Dolean's \(2016\)](#) research that suggested that listening to songs in learning language helped students to place verbs in their long-term memory. Listening to the same songs repeatedly that contain the verbs have also helped to transfer those words into long-term memory. The use of songs in lessons since it is enjoyable learning could also have inspired the students to perform better in their learning as suggested by [Israel \(2013\)](#), [Engh \(2013\)](#) [Alisaari and Heikkola \(2017\)](#). However, learners should also be given the freedom to choose the songs they like to listen not only songs that others have selected for them. The selection of songs that bore the students could result from the students lose interest to listen to them and lose their focus ([Nation, 2011](#)).

The findings of this present research also show that repetitions of not only the words in the songs but also the repetitions that the participants underwent during the treatment sessions have proven useful to them. This has resulted in improvements in their post-test results. This is consistent with [Maneshi \(2017\)](#) and [Peters and Webb's \(2018\)](#) findings that stated that the frequency of occurrences and repetition of words in songs are necessary for vocabulary acquisition with the aid of songs.

**CONCLUSION**

The present research showed that there is a significant positive improvement as a result of using songs in English classrooms. The pre-tests of both the control and experimental groups indicated that the participants knew little of the verbs they were required to identify. After four (4) sessions of class where the experimental group went through the treatment and the control group did not, a post-test was given to both groups containing the same questions. The post-test results of the experimental group showed a significant difference in their overall performance. Results of the t-tests revealed that there was a significant difference in their pre-test and post-test results for the experimental group. This indicates that the experimental group has surpassed their control counterpart in their understanding of the verbs that they were taught by using songs.

Using songs in the classroom offers a pedagogical implication towards the English teachers. It could provide insights to the English teachers to use songs in facilitating the students in acquiring English as a second language. It is also a good measure for teachers to familiarise the students with the songs by sharing the information of the singers and perhaps the background of the songs. This could get the students to feel at ease with the songs' singers and the message that they

portray in the lyrics as many of the students as mentioned earlier were quite apprehensive of the idea of singing in the classroom.

Another implication is on the students. Students could also benefit from using songs in learning the language. This is also true in the present research where students were less apprehensive in learning and they were keen to ask questions about what they were learning in comparison to normal classes. As they asked more questions in the classroom, they could easily learn and understand the phrases or words that were used in the songs and later apply them in their daily conversations.

### LIMITATION AND STUDY FORWARD

This research could be expanded to qualitative research involving the same students or another group of students. Other groups of students could be those from various levels such as primary, secondary and tertiary students. The study could be expanded to the teaching of other language skills namely reading, writing, and speaking. Other genres of songs could be used for future studies. While this study only used a single verb test, it is recommended that the use of other types of test questions such as fill in the blank or short answer questions may provide a more in-depth representation of learning gains. Hence, these types of questions evaluate not only the students' knowledge of the word's meaning but also the application of the learned word in a sentence or context. Another suggestion is the implementation of a delayed post-test in order to test the students' long-term memory of the learned vocabulary. One limitation of this study is that it is conducted in a college classroom setting, but future studies might be able to replicate this research in a more diverse context. Additionally, the respondents involved can include students from other disciplines too, not necessarily from social sciences or pure sciences alone.

### ACKNOWLEDGMENT

We would like to extend our gratitude to Universiti Islam Antarabangsa Sultan Abdul Halim Mu'adzam Shah for allowing us to carry out this research work and to all the students involved. The publication for this article was also made possible by the financial assistance given by the Universiti Kebangsaan Malaysia GG 2019-08 FPEN-2019

### AUTHORS CONTRIBUTION

Dr. Ainul Azmin Md Zamin was the author who mainly dealt with the article's overall content and corresponded to the feedback and comments given by the article reviewer. Mr. AzrulHardi was the graduate student who carried out the data collection and ran the analysis for this research. Dr. Maslawati contributed in terms of literature review and was the main editor was this article.

### REFERENCES

1. Alisaari, J., &Heikkola, L. M. (2017). Songs and poems in the language classroom: Teachers' beliefs and practices. *Teaching and Teacher Education*, 63, 231-242. <https://doi.org/10.1016/j.tate.2016.12.021>
2. Awaken (Recorded by Maher Zain) on Album Thank you Allah (Digital) London: United Kingdom
3. Benjamin, A. (2010). *Vocabulary at the Center*. New York: Taylor and Francis.
4. Brookhart, S. M., Guskey, T. R., Bowers, A. J., McMillan, J. H., Smith, J. K., Smith, L. F., & Welsh, M. E. (2016). A century of grading research: Meaning and value in the most common educational measure. *Review of Educational Research*, 86(4), 803-848. <https://doi.org/10.3102/0034654316672069>
5. Dolean, D. D. (2016). The effects of teaching songs during foreign language classes on students' foreign language anxiety. *Language Teaching Research*, 20(5), 638-653. <https://doi.org/10.1177/1362168815606151>
6. Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*, 6(2), 113-127.54. <https://doi.org/10.5539/elt.v6n2p113>
7. Friedmann, N., &Rusou, D. (2015). Critical period for first language: the crucial role of language input during the first year of life. *Current Opinion in Neurobiology*, 35, 27-34. <https://doi.org/10.1016/j.conb.2015.06.003>
8. Gita F. &Gusti N. H. (2019). Teachers' beliefs and practices of using YouTube in EFL context in Muhammadiyah senior high schools of Surabaya. *Humanities & social sciences reviews*, 7(3), 389-397. <https://doi.org/10.18510/hssr.2019.7357>
9. Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy Information and Computer Education Journal*, 2(1), 1360-1366. <https://doi.org/10.20533/licej.2040.2589.2013.0180>
10. Juliza Y., Maslawati M. (2018), The effects of creative drama on the learning of job interviewing skills for vocational college students in Sabah, *Creative Education*, 9, 2059-2069. <https://doi.org/10.4236/ce.2018.913149>
11. Khaydarova, N. G. (2018). The Effectiveness of English Language Learning through Music. *Достижениянауки и образования*, (5), 27.
12. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
13. Kusnierek, A. (2016) The role of music and songs in teaching English vocabulary to students. *World Scientific News* 43 (1), 1-55.
14. Lin, S.M. (2015). A study of ELL students' writing difficulties: A call for culturally, linguistically, and psychologically responsive teaching. *College Student Journal*. 49 (2), pp. 237-250.

15. Maneshi, N. (2017). *Incidental Vocabulary Learning through Listening to Songs* (Master's Thesis), Western Graduate and Postdoctoral Studies Electronic Thesis and Dissertation Repository. (4783).
16. McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
17. McDermott, J. & Hauser, M. (2005). The origins of music: Innateness, uniqueness and evolution. *Music Perception: An Interdisciplinary Journal*, 23 (1), 29-59. <https://doi.org/10.1525/mp.2005.23.1.29>
18. Murphey, T. (1992). *Music and song*. Oxford: Oxford University Press.
19. Nation, I. S. P. (2001). The four strands. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 1–12. <https://doi.org/10.2167/illt039.0>
20. Nation, I. S. P., & Webb, S. (2011). *Researching and analyzing vocabulary*. Boston: Heinle.
21. Television and Factors That Affect Learning. *Studies in Second Language Acquisition*, 1-27. <https://doi.org/10.1017/S0272263117000407>
22. Rahmawati, I. (2010). *The use of English children songs as media to improve students' english vocabulary power in a noun (a classroom action research with the fifth-grade students of MI MiftahulUlumSekuroJepara in the academic year of 2010/2011)* (Doctoral dissertation, IAIN Walisongo).
23. Rafiah, A. R., Yee, B. C., & Kee, L. L. (2016). The use of e-pictionary in vocabulary instruction. *The English Teacher*, 45(3), 144-158
24. Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (p. 204). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305.021>
25. Scrivener, J. (2005). *Learning Teaching*. Oxford: Macmillan Publishers.
26. Segal, B. (2014) *Teaching English as a Second Language through Rap Music: A Curriculum for Secondary School Students* (Master's Thesis). Retrieved from USF Scholarship Digital Repository. (104)
27. Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4), 339-341. <https://doi.org/10.1093/elt/cci064>
28. Simpson, A. J. (2015). How to use songs in the English language classroom. British Council.
29. Szpotowicz, M. & Szulc-Kurpaska, M. (2009). *Teaching English to Young Learners*. Warsaw: PWN.
30. Ur, P. (1995). *A Course in Language Teaching: Practice and theory*. Cambridge: Cambridge University Press.
31. Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. *Studies in Second Language Acquisition*, 40(3), 551-577. <https://doi.org/10.1017/S0272263117000407>
32. When we were young (Recorded by Adele). On Album 25 (Digital) London: United Kingdom. XL Recordings.